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Polar Regions of the Earth

A Reading A-Z Level 5 Benchmark Book

Word Count: 1,028

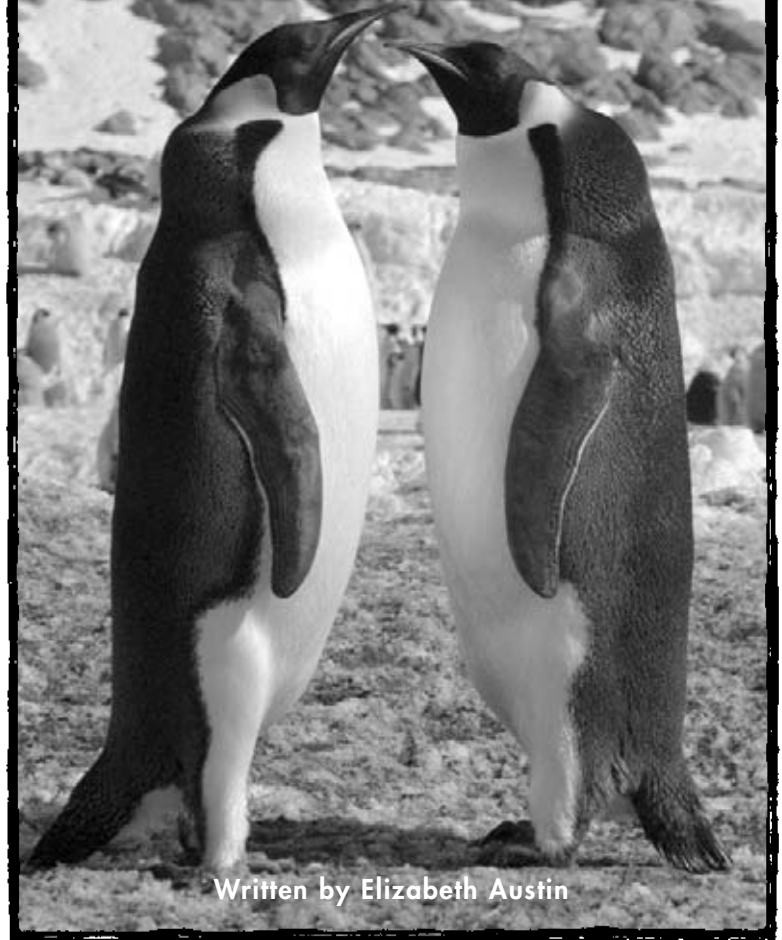


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BENCHMARK • 5

POLAR REGIONS OF THE EARTH



Written by Elizabeth Austin

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Polar Regions of the Earth
Level S Benchmark Book
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Correlation

LEVEL S	
Fountas & Pinnell	O
Reading Recovery	22
DRA	34

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Polar regions include the highest, driest, coldest, and windiest lands on Earth.

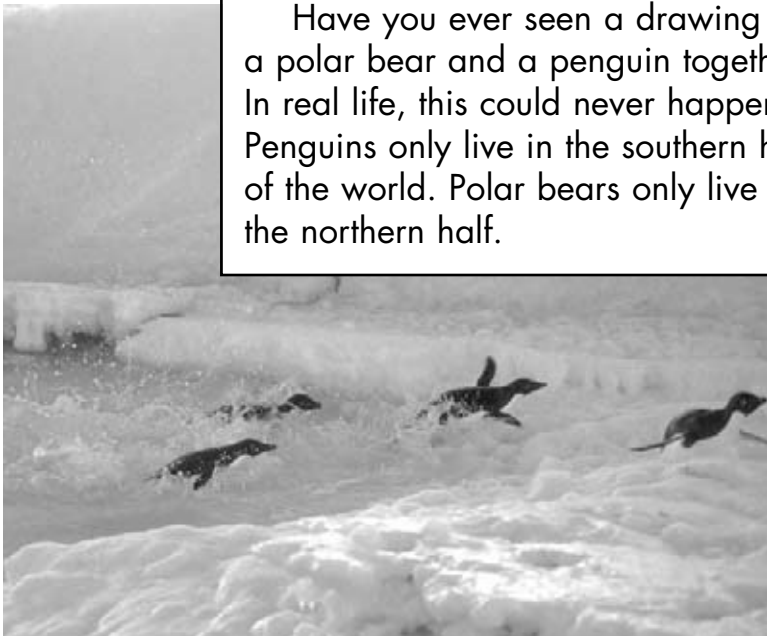
Introduction

There are places on Earth where the ice never melts. Howling wind blasts needles of snow across the land. It seems as though no plant or animal life could survive there. These are the polar regions, the areas around the North and South Poles.

The conditions in the polar regions may be harsh, but life does exist there. The land around the North Pole, called the Arctic, supports grasses, mosses, insects, birds, and mammals. The sea around Antarctica (the land around the South Pole) is full of fish, shellfish, penguins, and sea mammals. In this book, you will read about the **inhospitable** conditions of the polar regions and how some of these animals withstand them.

Do You Know?

Have you ever seen a drawing of a polar bear and a penguin together? In real life, this could never happen. Penguins only live in the southern half of the world. Polar bears only live in the northern half.

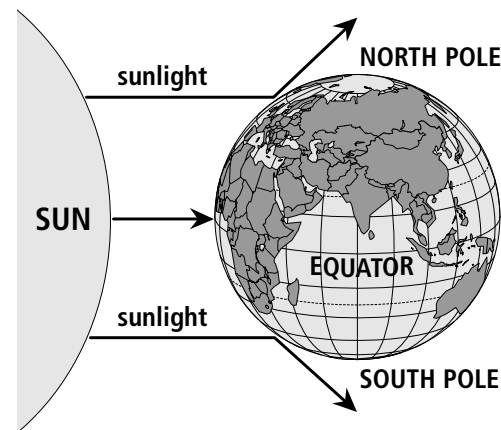


Although some penguins live in warm areas, many prefer cold.

Why Is It So Cold?

You probably know that as you travel away from the **equator**, the imaginary line around the middle of the earth, it gets colder. It is coldest at the North and South Poles. But why is it so much colder at the poles than at the equator?

All of the warmth on Earth comes from rays of energy from the sun. As you can see in the photo above, the rays hitting the equator are strong and direct. The earth absorbs a lot of heat from these direct rays. But near the ends of the earth, the rays hit at an angle. The rays are spread out over a wide area, so the earth absorbs less heat.



Sunlight hits the earth more directly at the equator, and less directly at the poles.

The earth is also tilted on its **axis**, or the line around which it spins. For half of the year, the polar regions are tilted away from the sun. During the winter, the sun does not shine on the polar regions at all, and without sunlight, there is no heat.

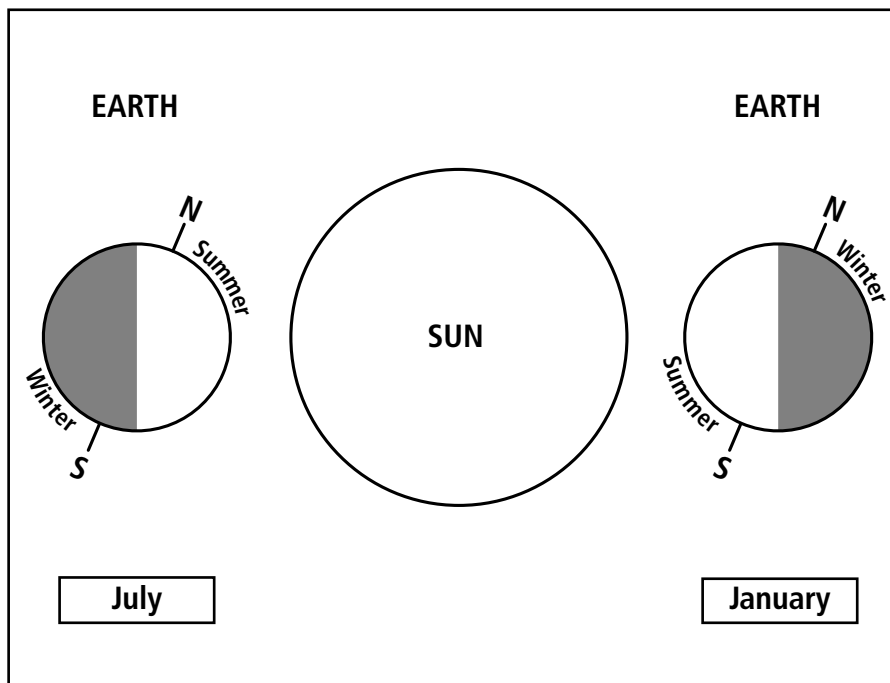
The white snow and ice that cover the polar regions make them even colder. This white surface reflects the sun's rays without absorbing heat.



Narwhals are sometimes known as "sea unicorns" because of their long, spiral horns, which can grow to 2 m (10 ft.).

Life in the Arctic

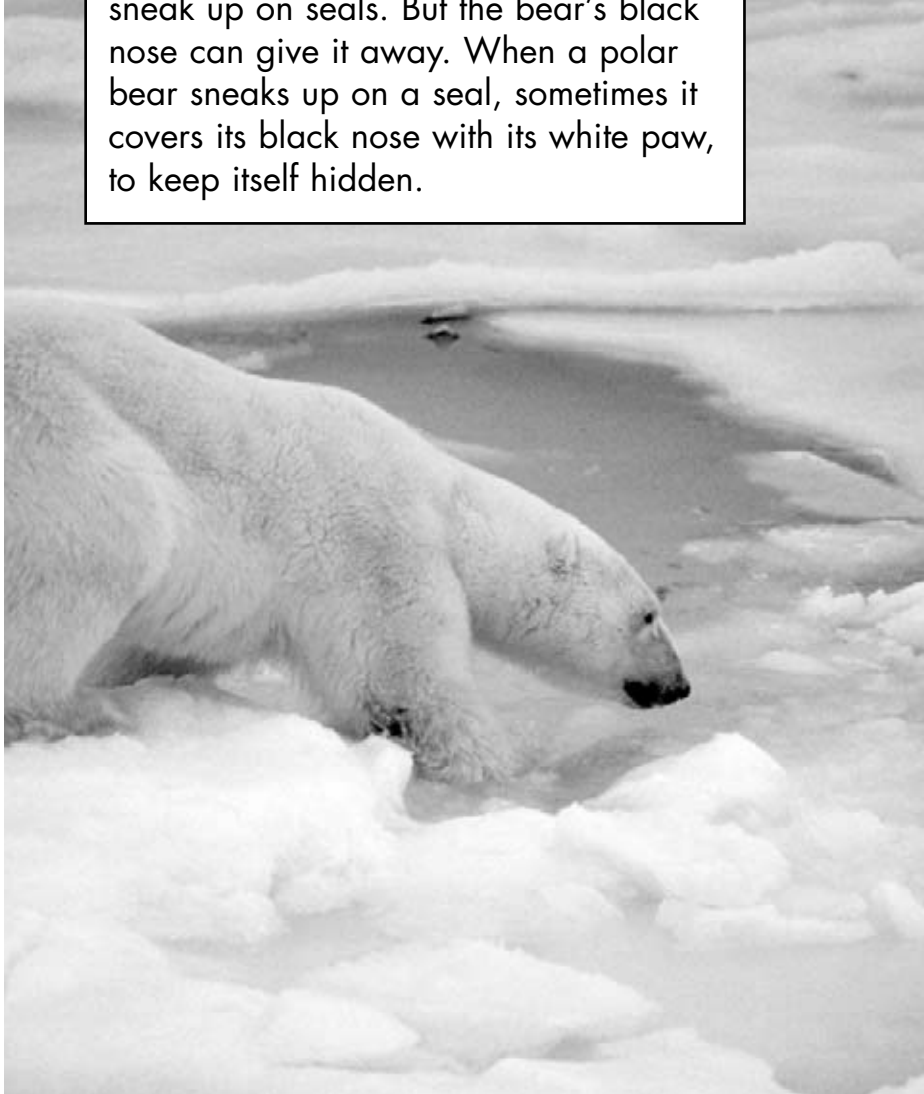
The North Pole sits in the middle of the Arctic Ocean, which is covered by a layer of ice called an **ice cap**. During the summer, the edges of the ice cap melt away, and the Arctic Ocean fills with life. The beluga, or white whale, and the narwhal feed there. Seals, sea lions, and walruses fish for food, poking their heads up through breathing holes they have made in the sea ice. Polar bears wait by the holes to catch these animals.



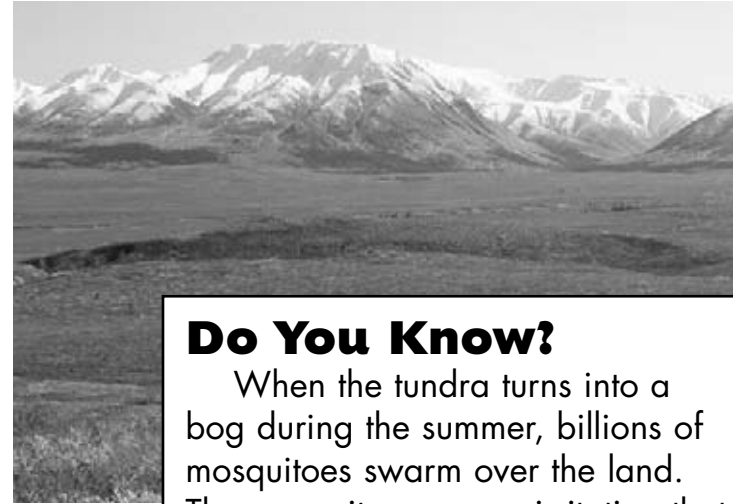
As the earth moves around the sun, the North and South Poles move into total darkness for six months.

Do You Know?

A polar bear's white fur makes it hard to see against the snow of the Arctic. This makes it easy for the bear to sneak up on seals. But the bear's black nose can give it away. When a polar bear sneaks up on a seal, sometimes it covers its black nose with its white paw, to keep itself hidden.



This polar bear waits for a seal to appear at its breathing hole.



Do You Know?

When the tundra turns into a bog during the summer, billions of mosquitoes swarm over the land. The mosquitoes are so irritating that caribou have been known to run into the freezing cold sea to escape them.

The tundra becomes marshy in summer.

Parts of Canada, Alaska, Russia, and northern Europe lie in the Arctic region. Most of this land is **tundra**, or treeless plains. During the winter, life on the tundra lies dormant beneath snow and ice. But the tundra thaws during the summer. **Permafrost**, or permanently frozen soil that lies underground, traps the melted snow, transforming the land into a wet bog. Tiny flowers, mosses, and plant-like organisms called **lichens** (LIKE-ens) spring up. These plants grow close to the ground, which protects them from the wind.

Animal life is abundant during the Arctic summer. Enormous herds of caribou, or reindeer, move onto the tundra from the forests where they spent the winter. Wolves, wolverines, and bears hunt the caribou. Hamster-like rodents called lemmings feast on grasses and seeds. Beautiful snowy owls and arctic foxes hunt the lemmings. Many birds, including snow geese and ptarmigan (TAR-mi-gan), raise their chicks.



Clockwise from top: Caribou, gray wolf, wolverine, brown bear, snowy owl, Arctic fox, snow goose, ptarmigan

As winter approaches, the plants blaze with color and then lose their leaves or die. Caribou, whales, seals, and birds **migrate** to warmer areas. Arctic foxes and ptarmigans change their brownish coats, turning white to match the winter snow. Lemmings and bears **hibernate** as the cold sets in.

Humans also live in the Arctic. The Inuit are the native people of the Arctic region. They hunt caribou, seals, and whales. Many years ago, the Inuit made everything, including their clothing, sleds, ropes, tools, and homes, from the skin and bones of the animals they hunted. Today, most Inuit live in modern houses. Many are still hunters, but they also get their food, clothing, and tools in stores.



Many Inuit still ice fish.



Most seals, gulls, and penguins only visit Antarctica.

Life in the Antarctic

The South Pole sits in the middle of the continent of Antarctica. Because land is colder than the sea, Antarctica is **brutally** cold all year round. Parts of Antarctica are mountainous, making them even colder. Almost all of Antarctica is permanently covered with an ice cap, so there are few plants. Most of the animals that visit Antarctica live in the sea, where there are plants and animals to eat.

In summer, seals and sea lions come onto Antarctic beaches to breed. Birds make their nests in seaside cliffs. But the most famous Antarctic resident is the penguin. Emperor penguins are the only creatures that can withstand the Antarctic winter on land. Penguins have thick, waterproof feathers and a layer of fat called **blubber** to keep them warm.

Emperor penguins are the largest penguins. Early in the winter, the female emperor penguin lays a single egg. She gives it to the male, who balances it on the tops of his feet. Then, the female penguin leaves for the ocean to eat fish.

The male carefully holds the precious egg for the entire winter. Emperor penguins have a flap of feathered skin that they use to cover the egg and keep it warm. Males huddle close together to keep warm during fierce Antarctic blizzards. They do not eat or drink anything for months. Finally, spring arrives. The eggs hatch, and the females return. Then the males and females bring food to the chicks until the chicks are ready to fish for themselves.



Emperor penguins keep their chicks warm on their feet.

Conclusion

The polar regions are some of the last areas of wilderness in the world, but they are being threatened.

Oil companies build wells and pipelines in the Arctic.

Tourists visit Antarctica to see the wildlife.

Sometimes, humans leave behind garbage and pollution that harm the environment.

The earth is also warming up. Permafrost all over the Arctic is melting, sometimes causing the ground to collapse, taking buildings and roads with it. Ice caps break up and melt much more often than they used to. No one knows what this warming will do to polar animals. Most nations of the world have agreed to try to protect polar regions. Hopefully, the only threat that polar life will have to face in the future is the cold.



An oil-drilling factory in the Arctic

Glossary

axis	line around which the earth spins (p. 7)
blubber	a layer of fat that keeps certain animals warm (p. 13)
brutally	extremely harshly (p. 13)
equator	the imaginary line drawn around the middle of the earth (p. 6)
hibernate	to go into a sleep-like state for a long time (p. 12)
ice cap	a wide area of snow and ice at one of the earth's poles (p. 8)
inhospitable	having harsh conditions that make life very difficult or impossible (p. 5)
lichens	simple, plant-like organisms that can live almost anywhere (p. 10)
migrate	move to and from an area each year (p. 12)
permafrost	permanently frozen soil that lies underground (p. 10)
tundra	the cold, treeless plains of the Arctic (p. 10)

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Reading a-z Running Record

Level S

Student's Name _____ Date _____

Earth's Polar Regions
167 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Introduction There are places on Earth where the ice never melts. Howling wind blasts needles of snow across the land. It seems as though no plant or animal life could survive there. These are the polar regions, the areas around the North and South Poles.								
5	The conditions in the polar regions may be harsh, but life does exist there. The land around the North Pole, called the Arctic, supports grasses, mosses, insects, birds, and mammals. The sea around Antarctica (the land around the South Pole) is full of fish, shellfish, penguins, and sea mammals. In this book, you will read about the inhospitable conditions of the polar regions and how some of these animals withstand them.								
6	Why Is It So Cold? You probably know that as you travel away from the equator , the imaginary line around the middle of the earth, it gets colder. It is coldest at the North and South Poles. But why is it so much colder at the poles than at the equator?								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

The Wall

A Reading A-Z Level 5 Benchmark Book

Word Count: 1,040

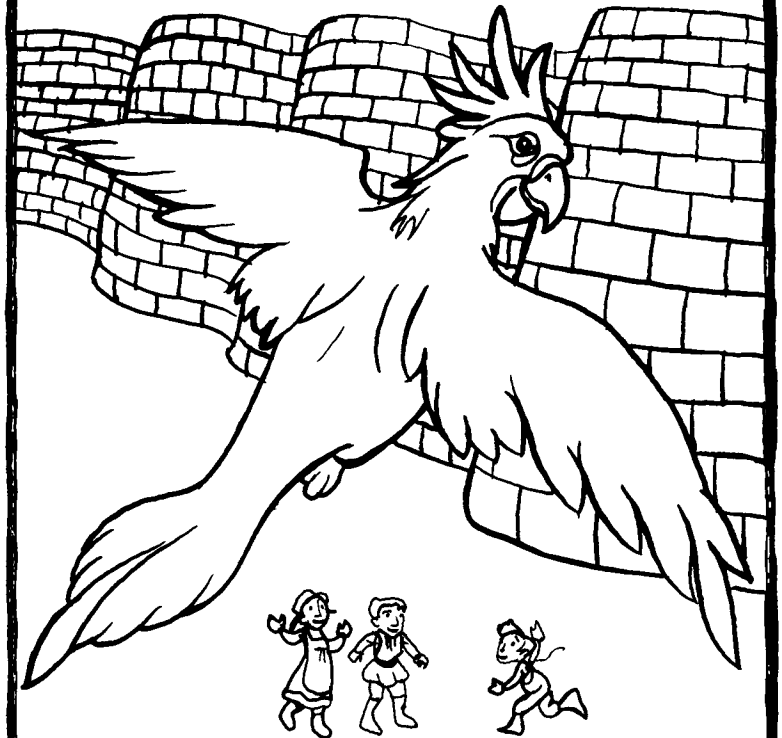


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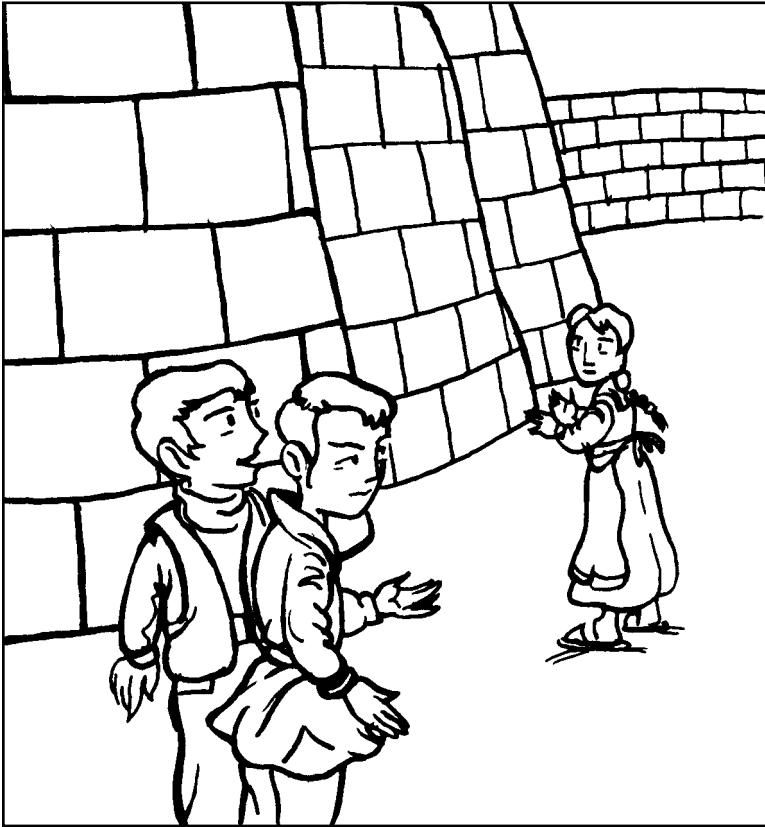
The Wall



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Illustrated by Jack Voris

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Correlation

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Fountas & Pinnell	O
Reading Recovery	22
DRA	34

Once upon a time, further back than anyone can remember, two kingdoms got into an argument. No one could recall what it was about, for it was ages upon ages ago, but everyone was so furious about it that they decided to build a wall between their lands. It was taller than anyone could climb and longer than anyone could travel.

The wall kept the two kingdoms utterly separate, though no one could remember just why they couldn't stand to be neighbors anymore. Nonetheless, when cracks appeared in the wall, people repaired them, and when streams wore away holes under the wall, the people quickly filled them in with earth and stones. "We don't want those scoundrels from the other side coming over here," they said.



Since so much time had passed since anyone had seen the other kingdom, no one was sure what it looked like anymore. But they assumed there must be some reason for the wall being there. There must be *something* about the people of that other kingdom, either good or bad, if the wall was needed to keep them out. "Or is the wall there to keep us out of their kingdom?" the people wondered. Eventually, people began to tell stories about what had become of the other kingdom.

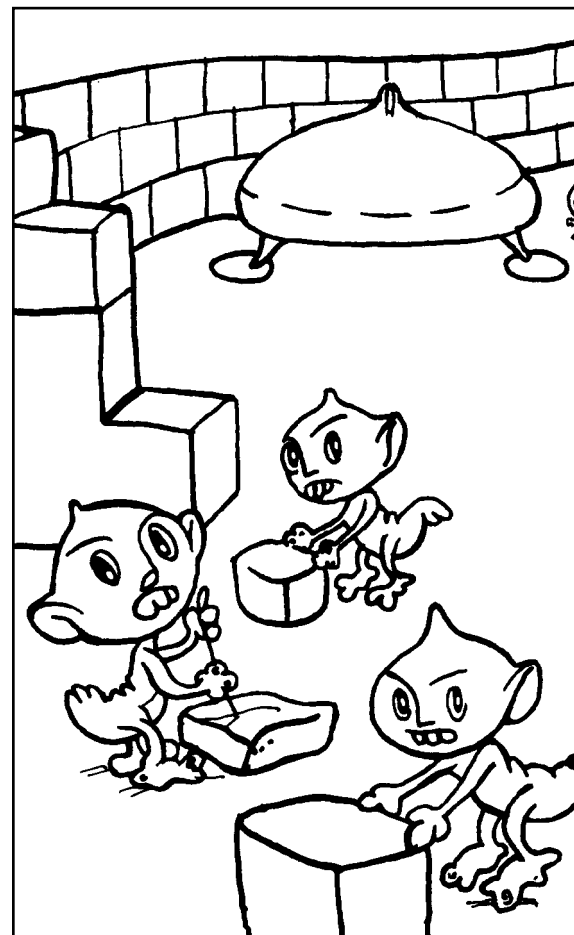


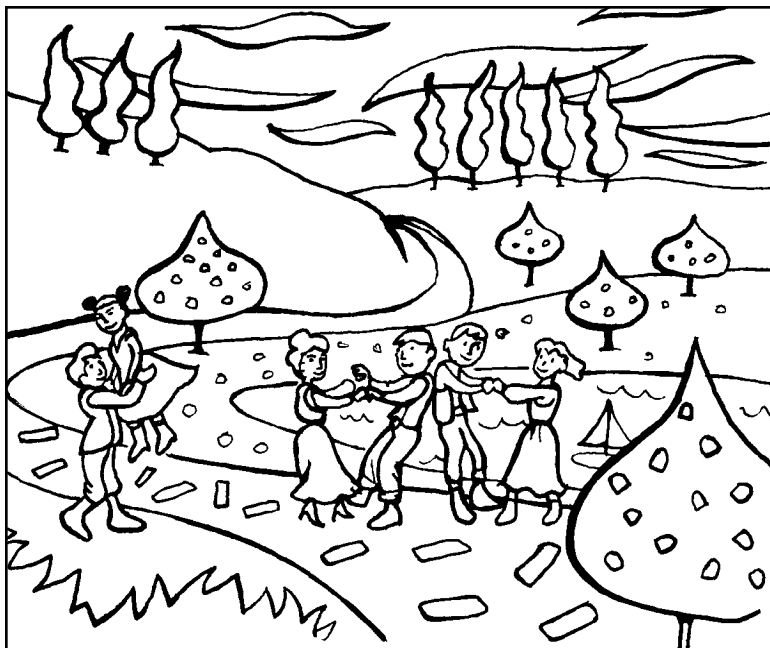


One story said that the other kingdom had bred an army of hideous, fire-breathing monsters. They treated the monsters very cruelly, and kept them angry all the time.

"The monsters will cross the wall and invade us any day now," the people shouted. "The other kingdom is evil and cruel."

Another story said that aliens had come from the sky one day and blasted the other kingdom to powder. Then the aliens took everything that remained, loaded it on their ships, and flew away, leaving an open land. "The aliens are on our side," said the people. "They have destroyed the other kingdom and left the land for us. The aliens are all-knowing, and they obviously proved us right about that other kingdom."





But there was another story, one that was much more disturbing. Most people claimed that they did not believe it, but in their hearts, they wondered whether it might be true. Over the unnumbered years, the other kingdom had become a paradise. The streets were paved with candy, the trees were made of chocolate, and everyone was blissfully happy. “And we sit here working all day, with nothing but regular bread, meat, and vegetables to eat,” grumbled the people. “That greedy kingdom just wants to keep the paradise to themselves.”

No matter which story people told, it only made them despise the other kingdom more and more. “Evil attackers will come any day now!” cried some. “The supreme alien race proved that they were terrible and deserved to die,” shouted others. “They look down upon us as poor ruffians,” muttered others. But no one knew for sure.





But the children of the kingdom were tired of hating. "How can we hate something if we don't know what it is?" asked Richard. "I say we discover who's on the other side of the wall. Once we learn about them, maybe we can figure out what the argument was, and we might even be able to end the fight. Then we can finally get rid of this ugly old wall."

"But how would we find out?" asked Mary. "No one can see over the wall or travel around it."



"I've got it!" shouted Frederic.

"We'll buy a parrot, the smartest one in the land," explained Frederic. "We'll teach it to speak and send it over the wall with a message for the people on the other side."

"Let's ask them why they have monsters coming to kill us," suggested Mary.

"We can only ask them something if there's someone to ask," objected Richard. "But what if the aliens demolished them?"

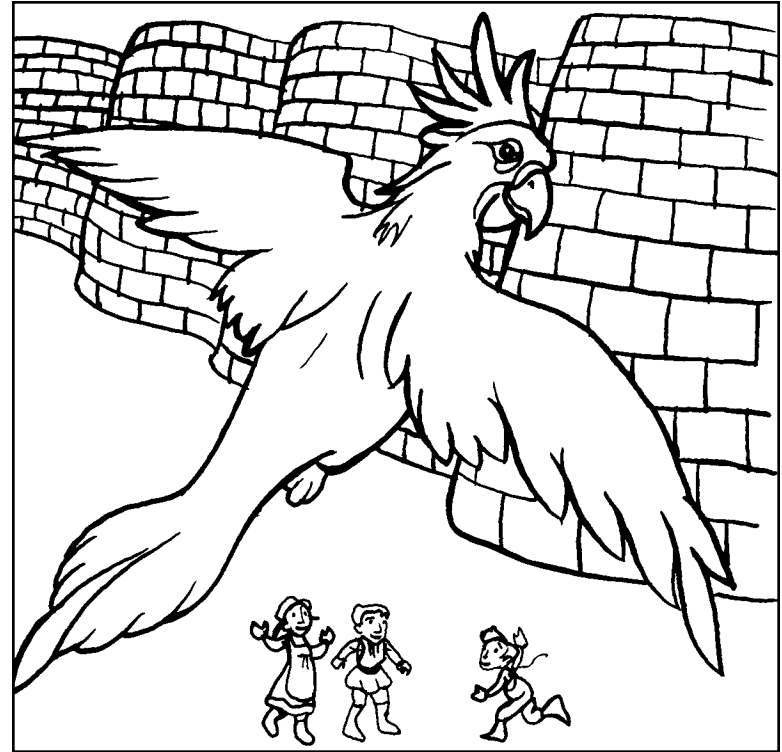
"Yeah," said Mary, "and if it's a perfect paradise, they'll only shoot the parrot for being from the poor, ugly side of the wall."

"Hold on a minute," said Frederic. "The whole point of this is that we don't know what's over there. We're sending the parrot to find out. Perhaps we should send a simple message, something like 'Who are you?' Then we can't really get into trouble."

So the three children purchased the most intelligent parrot they could find. In no time, it spoke fluently, and they sent it to see what had become of the kingdom behind the wall.

"Don't let the other kingdom know that you come from our side," Richard said.

"Yeah, I don't want those people knowing who we are," Mary said.



"They'll only come over and kill us," said Richard. Frederic just sighed.

But the bird was even wiser than the children supposed. It understood that the people feared and hated what was on the other side of the wall, even though they weren't sure what it was. Off it flew over the wall, and after three very long days, it returned. "Tell us what you saw," Frederic asked, anxiously.

"I saw people," said the parrot, "and they all looked very sad. I flew down into a tree and listened to them. They said they regretted ever having the argument, and they wished they had never built this wall. They only hoped that they could be friends with your kingdom again."

The children were astonished, and a little ashamed. They had never suspected that the people on the other side of the wall might want to be friends.

"Send a message to the other kingdom," Mary said, quickly. "Tell them that we want to be friends, and that we're also really sorry about the argument, whatever it was."



The parrot seemed to wink to itself. You see, it had already told the other kingdom that the children were sending a message asking for peace. The people there were just like the people in this kingdom—they did not know what lay beyond the wall, but they hated it anyway. The other kingdom had been as shocked and ashamed of their hatred as the children had been. In no time, the wall was gone, and the two kingdoms were friends again. They forgot all about their argument, whatever it was.

Reading a-z Running Record

Level S

Student's Name _____ Date _____

The Wall
126 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Once upon a time, farther back than anyone can remember, two kingdoms got into an argument. No one could recall what it was about, for it was ages upon ages ago, but everyone was so furious about it that they decided to build a wall between their lands. It was taller than anyone could climb and longer than anyone could travel.								
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Totals									

Accuracy Rate:

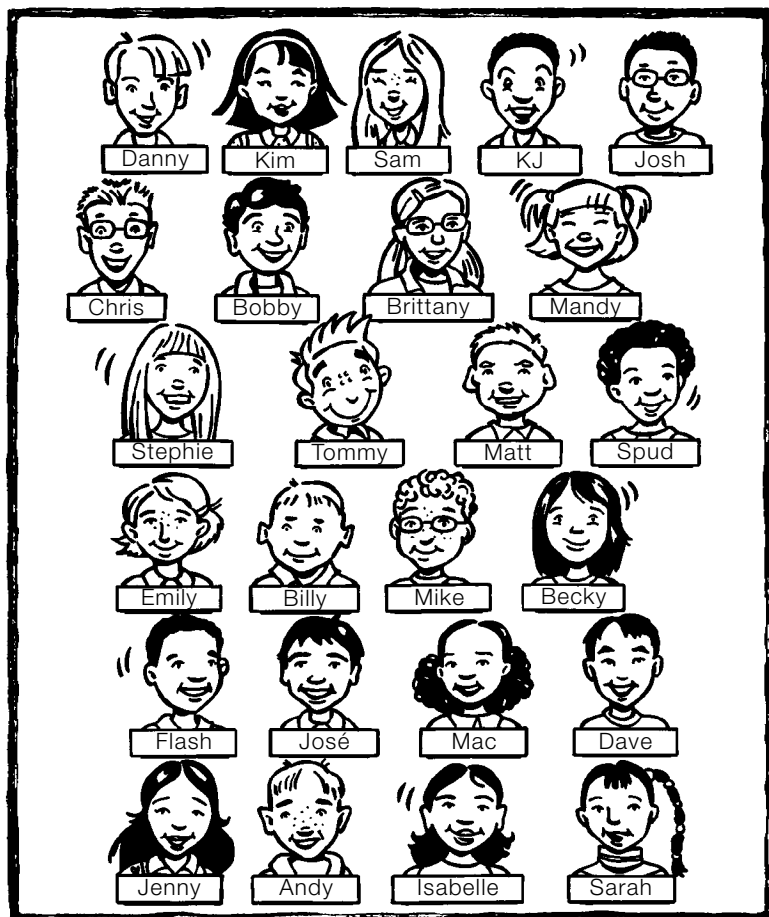
Error Rate:

Self-correction Rate:

What's in a Name?

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,554

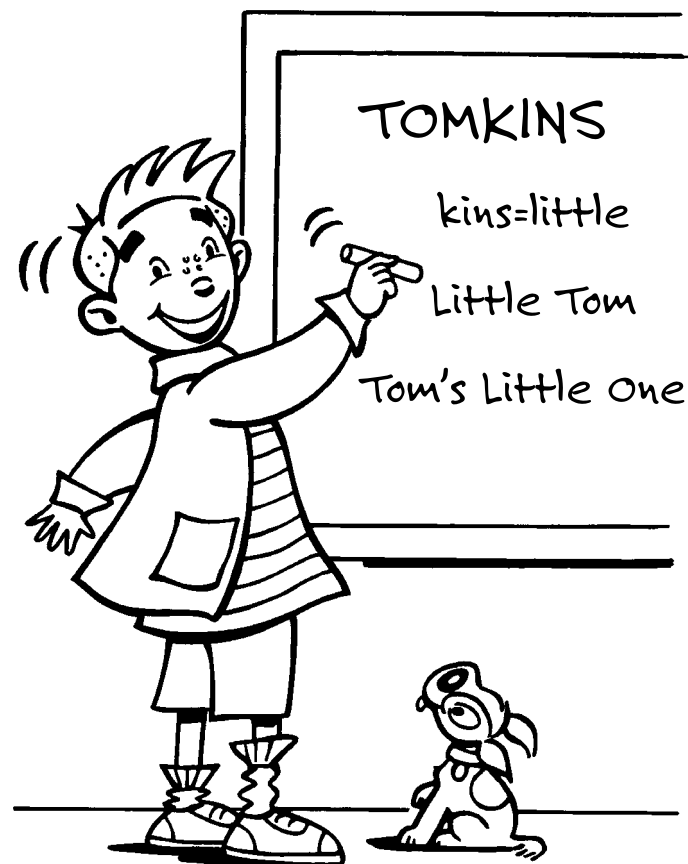


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What's in a Name?

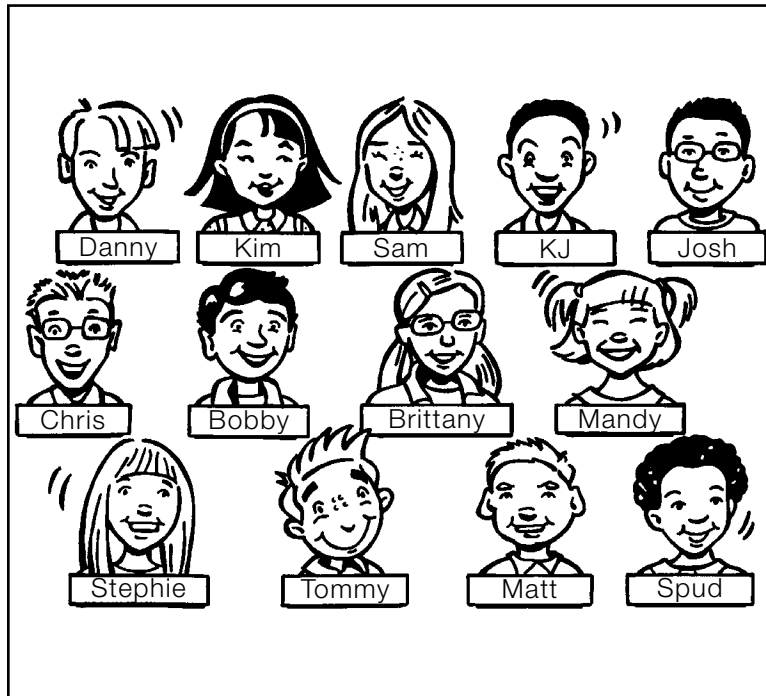


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What's in a Name?

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What's in a Name?
Level S Leveled Reader
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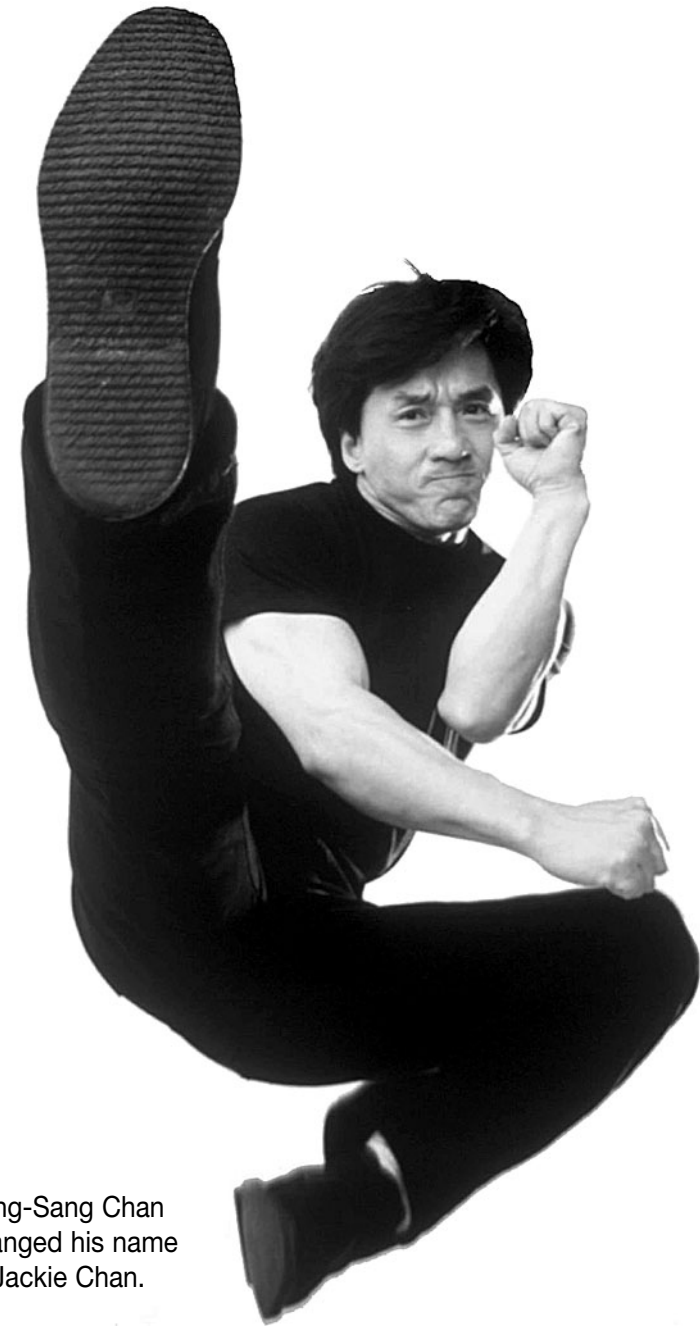
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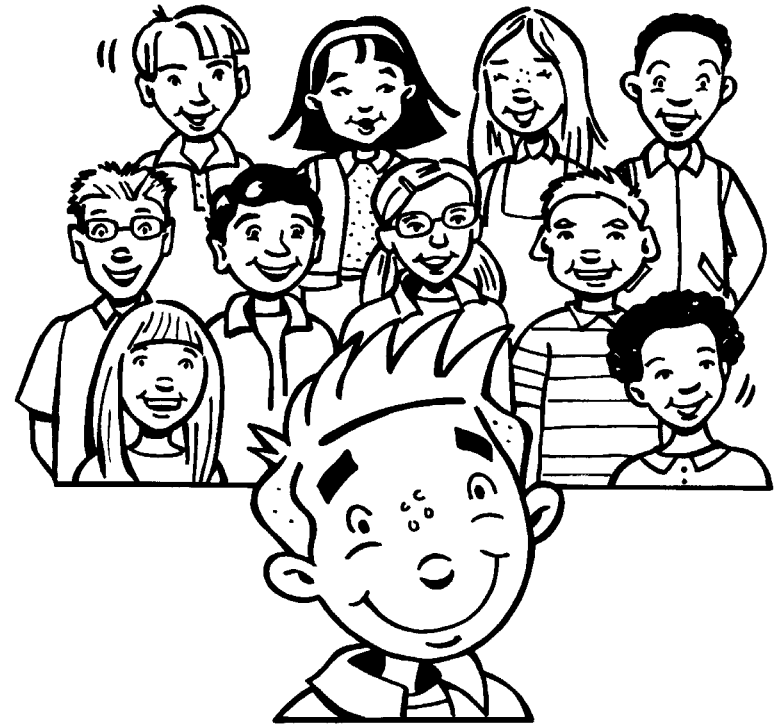
Kong-Sang Chan
changed his name
to Jackie Chan.

Introduction

In this book, we are going to study names. We will use the names of a third grade class to find out where names come from.

Your last name is your family name. Your first name is your given name. It's called "given name" because your parents give it to you. Often your parents will pick two names for you, a first name and a middle name.

You have your name all your life. However, many women change their family name when they marry. They take the family name of their husband. Their children have this family name as their last name.



This is Tommy Tomkins. There are twenty-four other children in Tommy's class. Twelve are boys and twelve are girls.

Every morning, at school, Mrs. Zimmerman, the teacher, calls out the names of the children. The children shout "present" after they hear their names.

She starts with the boys' names, then she continues with the girls' names:



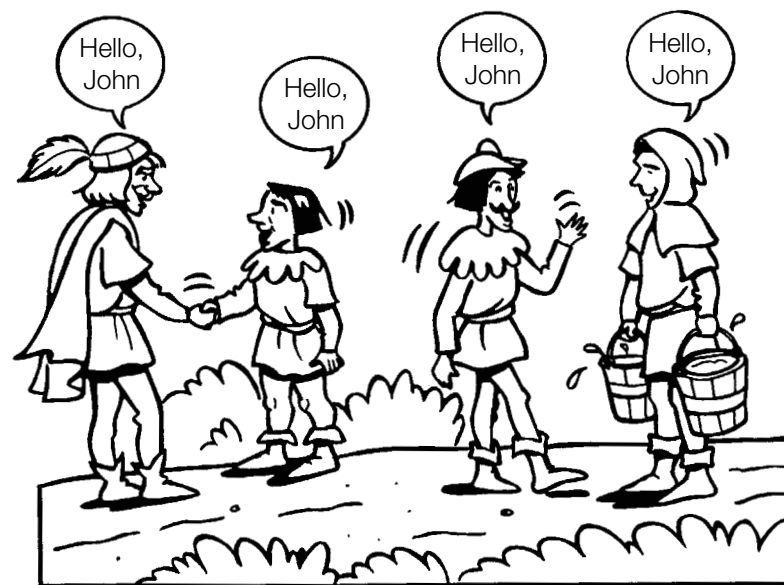
Daniel Armstrong
Robert Figueroa
Andrew Fitzgerald
Joshua Fox
Jason Freeman
José Garcia
William Gardener
Kareem Johnson
Matthew Longfellow
Michael O'Brian
Thomas Tomkins
Christopher Wood
David Yamamura

Samantha Baker
Kim Chan
Jennifer Clark
Emily Fisher
Rebecca Goldschmitt
Amanda Hill
Stephanie Jackson
Kawanna Macdonald
Isabelle Rodriguez
Brittany Schumacher
Ashley Taylor
Sarah White

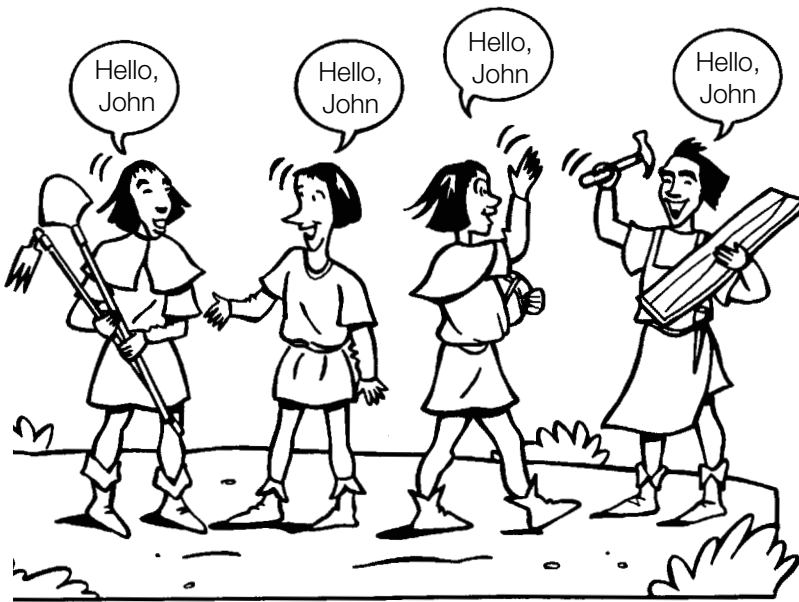
Family Names

Your family name has probably been in your family for hundreds of years. At one time many years ago, people had only one name, a given name. At that time, there were very few names for parents to choose from.

People lived in small villages where everyone knew each other. Over the years, the population increased. Villages grew larger. Towns were formed. In the towns and villages many people had the same name, and it started to get confusing. In one village there may have been eight men called John.

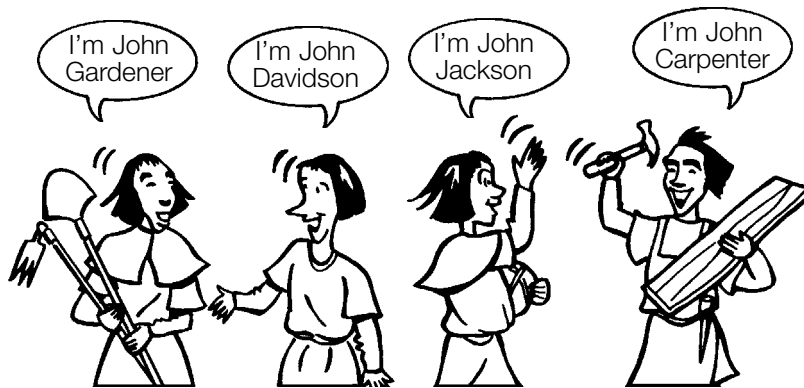
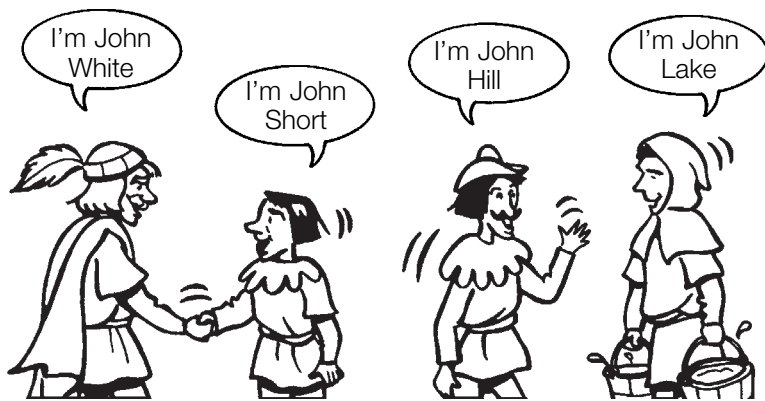


The villagers had to add words to the different Johns' names to understand which John they were talking about. Some of the Johns were known by adding their father's name. (For example, John, David's son; or John, Jack's son.) Others were known by where they lived. (For example, John from the hill, or John from the lake.) Others were known by the job they did. (For example, John the carpenter or John the gardener.) Still others were known by some personal feature. (For example, John the short, or John with white hair.)



In the Middle Ages, the rulers of many countries wanted to know who everyone was in their country. They wanted to make sure everyone was paying taxes, so they needed to count everyone. These rulers didn't want to get mixed up with eight different Johns, nine different Henrys, and ten different Williams in one village. So they passed laws that said everyone had to have a last name.





In our example village, with the eight Johns, John, David's son became John **Davidson**. John, Jack's son became John **Jackson**, John from the lake became John **Lake**, John from the hill became John **Hill**. John the carpenter became John **Carpenter**, and John the gardener became John **Gardener**. John the short became John **Short**. John with white hair became John **White**.

Our last names are usually based on one of the four groups:

1. father's name
2. place where they lived
3. job or trade
4. person's appearance.

Let's look at all the children in Tommy's class from page 7 and divide their names into the four groups.

1. Father

- "Fitz" means "son of" and came from France. **Fitzgerald** meant son of Gerald.
- **Johnson** started off as John's son, and **Jackson** as Jack's son.
- "Mac" and "Mc" mean "son of" and occur in Scottish and Irish names. **Macdonald** meant son of Donald.
- "O'" means "son of" and is used in Irish names. **O'Brian** meant son of Brian.
- "kins" at the end of a name formed a nickname meaning "little." **Tomkins** meant little Tom, or Tom's little one.
- "ez" at the end of a name meant "son of" in Spanish. **Rodriguez** meant son of Roderick.

Common Names from Father's First Name

Last Name	Son of ...	Last Name	Son of ...
Williams Williamson	William	Richards Richardson Prichard	Richard
Wilkins Wilson	Will	Robertson Roberts Probert	Robert
Watson Watkins	Watt	Ericson	Eric
Jones	John	Adams McAdam	Adam
Harrison Harris Parry	Harry	Peterson Peters	Peter
Robinson Robbins	Robin	Evans Bevan Evanson	Evan

2. Place

Figueroa means where the fig trees grow, in Spanish. So Robert Figueroa's ancestors came from a place where fig trees grew in Spain.

Garcia is the name of a place in Spain, so Jose's ancestors came from this town.

Yamamura is Japanese. Yama means mountain, and mura means village. David's ancestors came from a village in the mountains of Japan.

Common Names from Places

Last Name	Place
Moore	from a moor
Hall	from near a hall
Green	from near a village green
Mills	from near a mill
Barnes	from near a barn
Ford	from near a ford (river crossing)
Lake	from near a lake
Brooks	from near a brook
Marsh	from near a marsh
Lane	from near a lane
Holland	from the country of Holland

3. Job

The ancestors of the children in the class with "job" names were bakers, clerks, fishermen, gardeners, goldsmiths, and tailors. **Schumacher** means shoemaker in German, so Brittany had an ancestor who made shoes. Jason **Freeman**'s ancestors were slaves. They were captured in Africa and brought, against their will, to America to work in the fields. When slavery was abolished, they were able to choose their own names. As most didn't know what their African

names were, they chose American names. Many picked the names of their former masters. Some, like Jason's ancestors, wanted to show they had become free so they chose the name **Freeman**.

Some of the jobs that people did in the Middle Ages, when last names first started, no longer exist. The names, however, still live on. Some of these are:

Cooper: A cooper made wooden barrels.

Hooper: A hooper made hoops for barrels.

Archer and **Bowman:** Archers and bowmen were soldiers who used a bow and arrows.

Fletcher: A fletcher made arrows.

Carter: A carter made or drove carts.

Wheeler: A wheeler made wheels for the carts.

Tanner: A tanner worked with leather.

Common Names from Jobs

Last Name	Job or Trade
Smith	blacksmith
Farmer	farmworker
Miller	worked in a flour mill
Shepherd	took care of sheep
Cook	cooked food
Potter	made pots

4. Description

The first ancestor of Daniel **Armstrong** with a last name was known as a strong man.

Chan is Chinese and means "old," so the first person to have a last name in Kim's family was old.

Some people have animal names as last names. This usually means that their ancestor acted like the animal in some way. Joshua **Fox**'s ancestor was probably cunning, like a fox.

Longfellow was a tall person and **White** had white hair.

Common Names from Descriptions

Last Name	Description
Brown	brown skin or hair
Young	young person
Gray	gray hair
Bird	timid, like a bird
Long	tall person
Peacock	proud or showy, like a peacock
Lamb	meek, like a lamb
Whitehead	with white hair
Bull	wild and dangerous, like a bull
Short	a short person

Types of Names in Tommy's Grade 3 Class

Father	Place	Job	Description
Fitzgerald	Figueroa	Baker	Armstrong
Johnson	Garcia	Clark	Chan
Jackson	Hill	Fisher	Fox
Macdonald	Wood	Freeman	Longfellow
O'Brian	Yamamura	Gardener	White
Tomkins		Goldschmitt	
Rodriguez		Schumacher	
		Taylor	



Someone called Jan Micsza would have become John McShea. Someone with the last name of Mlynar would become Miller. Hildergart Zimmerman (German for “carpenter”) would become Hilda Carpenter.

Changing Names

Sometimes family names were changed for different reasons. Many of the people going to America from Europe had difficult names to pronounce and spell. To make things less difficult, they changed their names.

Sometimes people arrived in the country and an official would change their name for them. This was because the official couldn't understand them when he asked them their name, or he couldn't spell it properly.



Caryn Johnson changed her name to Whoopi Goldberg.

Sometimes actors and singers change their names so that people will remember them more easily. Here are some examples.

Babyface Singer	Kenneth Brian Edmonds
Jackie Chan Actor	Kong-Sang Chan
Cher Singer	Cherilyn Sarkisian
Tom Cruise Actor	Thomas Cruise Mapother IV
Eminem Rapper	Marshall Mathers III
Gloria Estefan Singer	Gloria Maria Fajardo
Whoopi Goldberg Actor	Caryn Johnson
Hulk Hogan Wrestler	Terry Jean Bollea
Ice Cube Rap singer	O'Shea Jackson
Ice-T Rap singer	Tracey Marrow
Elton John Singer	Reginald Kenneth Dwight
Courtney Love Singer	Love Michelle Harrison
Madonna Singer	Madonna Louise Ciccone
Prince Rock star	Prince Rogers Nelson
P. Diddy Singer	Sean Combs
Ringo Starr Drummer	Richard Starkey
Sting Singer	Gordon Matthew Sumner
Kid Rock Rapper	Robert James Ritchie
Tiger Woods Golfer	Eldrick Woods

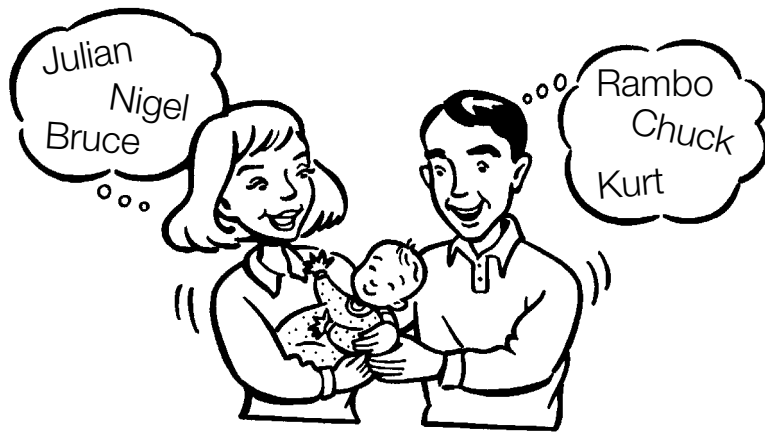
First Names

Now that you know about family names, let's look at given names or first names. There are many different reasons why parents choose a particular name for their child. Maybe they name a son after his grandfather. They could name a daughter after someone they admire, like a writer, actor, or athlete. Or they could just choose a name they like the sound of.

Most first names have meanings, which are very old. Most of these meanings are now forgotten, although some parents will look up the meanings of first names in a book or on the Internet.

Meanings of Some Common First Names

Name	Meaning	Language
Ashley	from the ash tree	Old English
Brittany	a woman from Britain	Irish
Stephanie	crown	Greek
Amanda	lovable	Latin
Michael	who is like God	Hebrew
Andrew	courageous	Greek
Robert	bright fame	English
David	friend	Hebrew

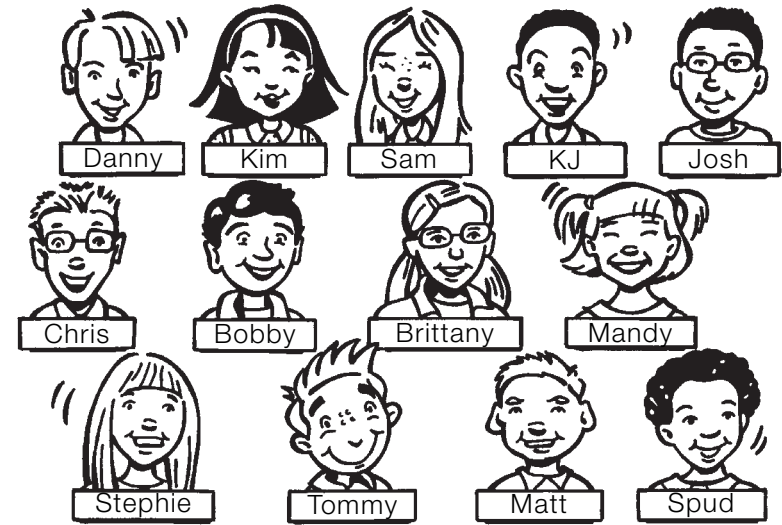


Family Names as First Names

In the past few years, it has become popular to use family names as first names. Some examples are: Tyler (originally a family name from someone who put tiles on roofs), Hunter (English, a hunter), Logan (Irish, from a cove), Mason (a stone mason), Blake (Old English, white), Tanner (English, leatherworker), Morgan (Welsh, sea dweller), Haley (English, hay meadow), and Brooke (lived near a brook).

Nicknames

Very often, first names are shortened or changed. These names are called nicknames. Let's look at Tommy's class and see how many nicknames there are.



Daniel Armstrong is called **Danny**.

Robert Figueroa is called **Bobby**.

Andrew Fitzgerald is called **Andy**.

Joshua Fox is called **Josh**.

Jason Freeman is called **Flash**, but that's not because of his name. It's because he runs fast.

José Garcia doesn't have a nickname.

William Gardener is called **Billy**.

Kareem Johnson is called **KJ**.

Matthew Longfellow is called **Matt**.

Michael O'Brian is called **Mike**.

Thomas Tomkins is called **Tommy**.

Christopher Wood is called **Chris**.

David Yamamura is called **Dave**.



Girls have nicknames, but not as often as boys.

Samantha Baker is called **Sam**.

Kim Chan doesn't have a nickname.

Jennifer Clark is called **Jenny**.

Emily Fisher doesn't have a nickname.

Rebecca Goldschmitt is called **Becky**.

Amanda Hill is called **Mandy**.

Stephanie Jackson is called **Stephie**.

Kawanna Macdonald is called **Mac**.

Isabelle Rodriguez doesn't have a nickname.

Brittany Schumacher doesn't have a nickname.

Ashley Taylor is called **Spud** because she eats a lot of potatoes.

Sarah White doesn't have a nickname.

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INSTRUCTIONS: Use the book to answer the questions.

1. My name is **Stephanie**. What does my name mean?

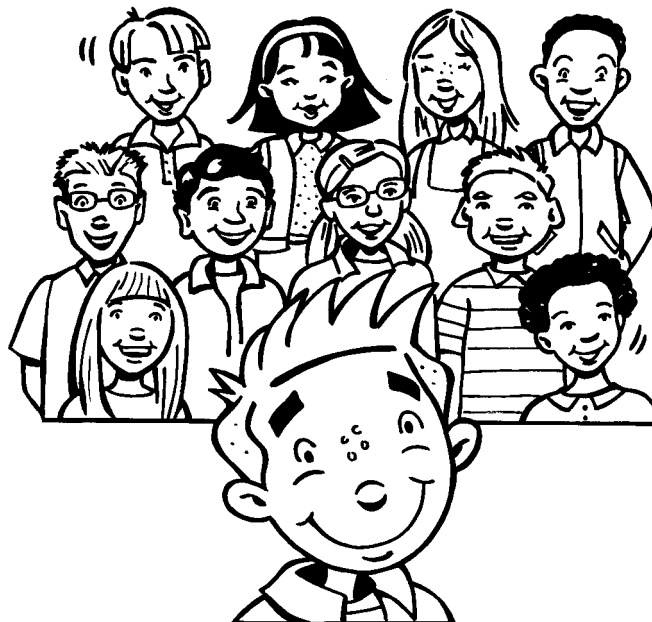
2. My name is **Robert**. What language does the name come from?

3. My last name is **Miller**. What job did my name come from?

4. My last name is **Whitehead**. What is the description of my name?

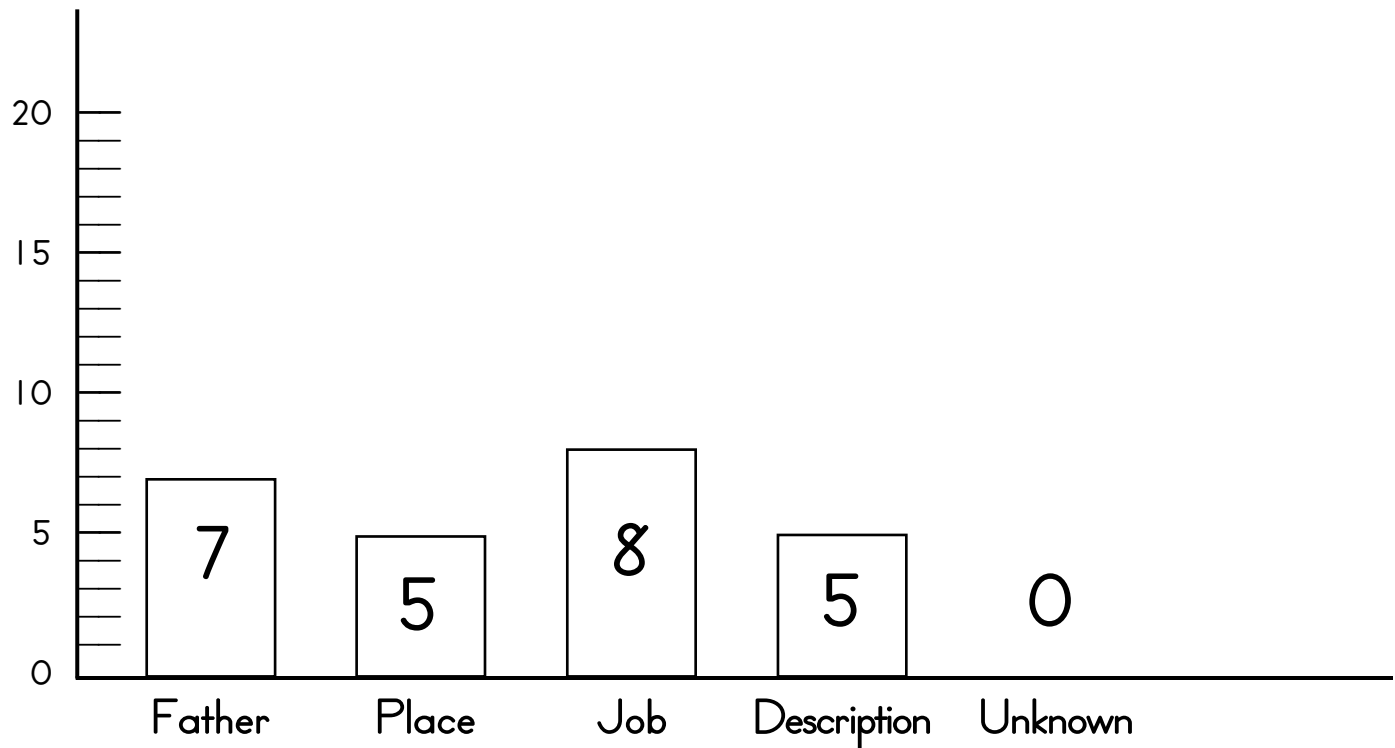
5. I call myself **Sting**. What is my real name?

6. I am a famous **golfer**. What is my name?



Name _____

INSTRUCTIONS: The graph on the top of the page shows where the names come from for Tommy's third grade class. Make a graph for your class on the bottom of the page.



WHAT'S IN A NAME? • LEVEL 5 • 2

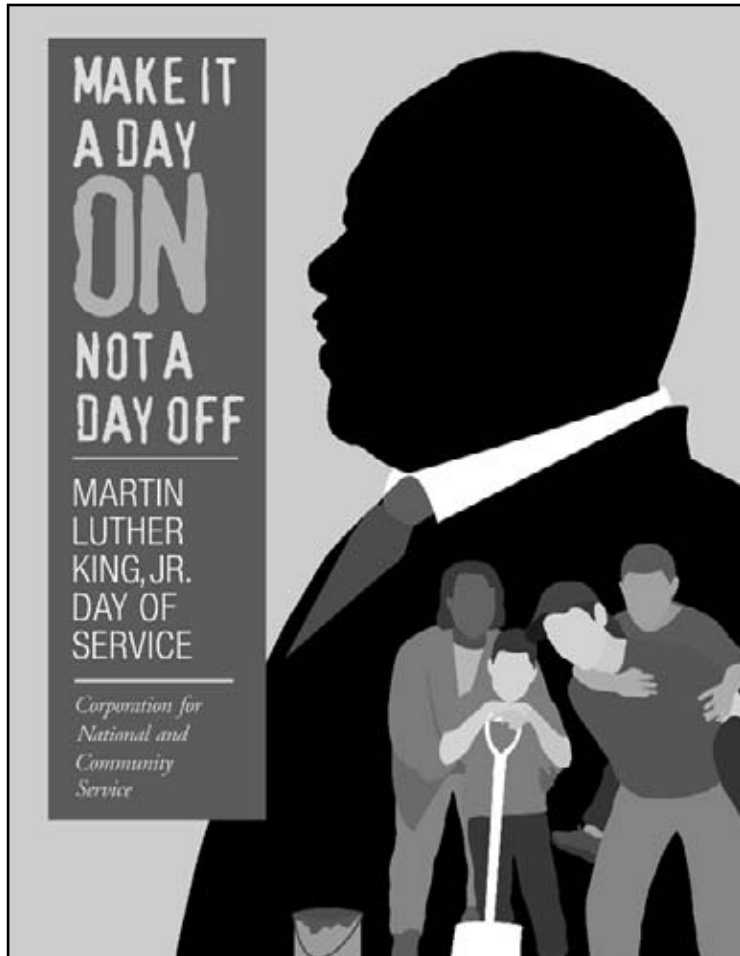


SKILL: MAKING A GRAPH

Martin Luther King, Jr.

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,539

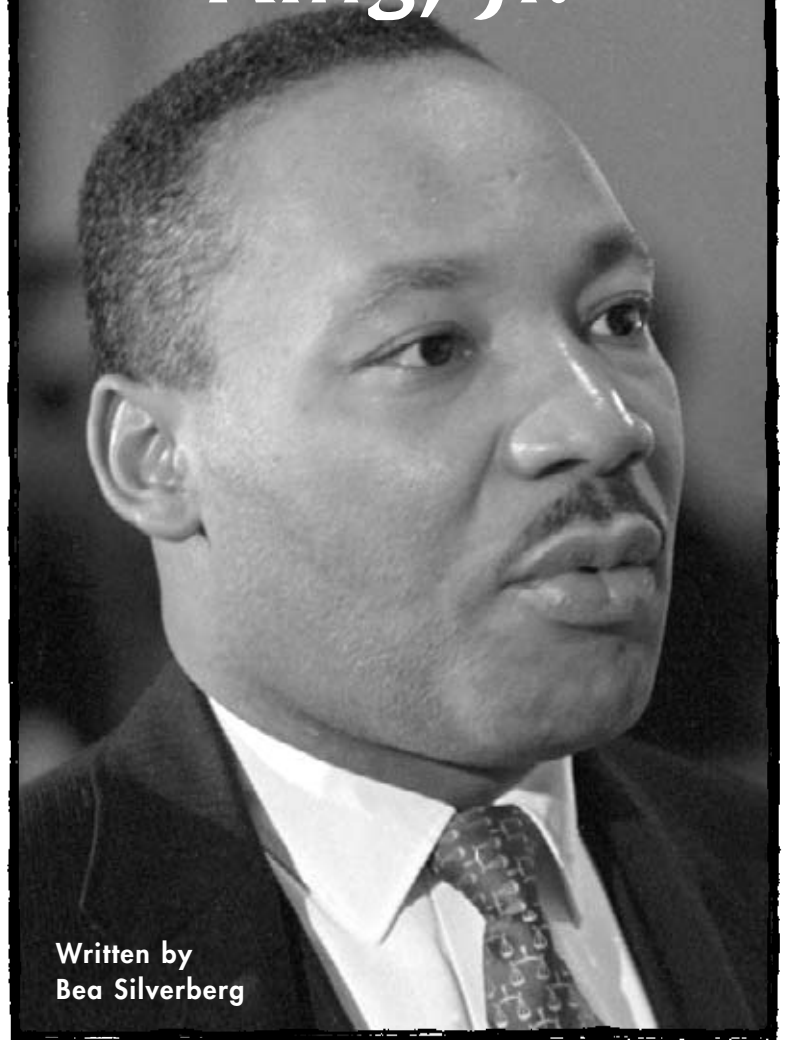


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Martin Luther King, Jr.



Written by
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Martin Luther King, Jr.



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Martin Luther King, Jr.
Level S Leveled Reader
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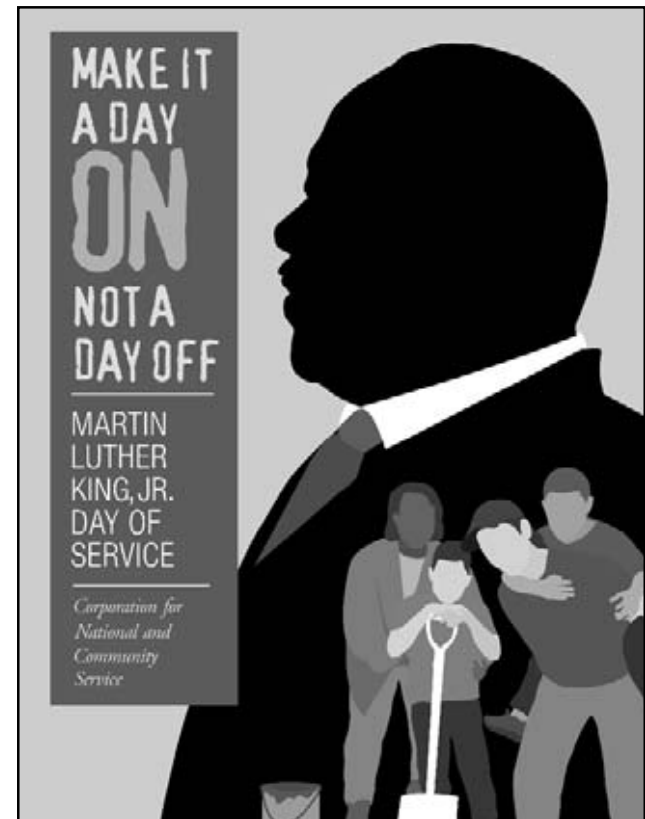
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Introduction

On the third Monday in January, Americans celebrate Martin Luther King Day. We honor a great African American leader who worked for freedom for all people. Who is this man who has a national holiday in his name?



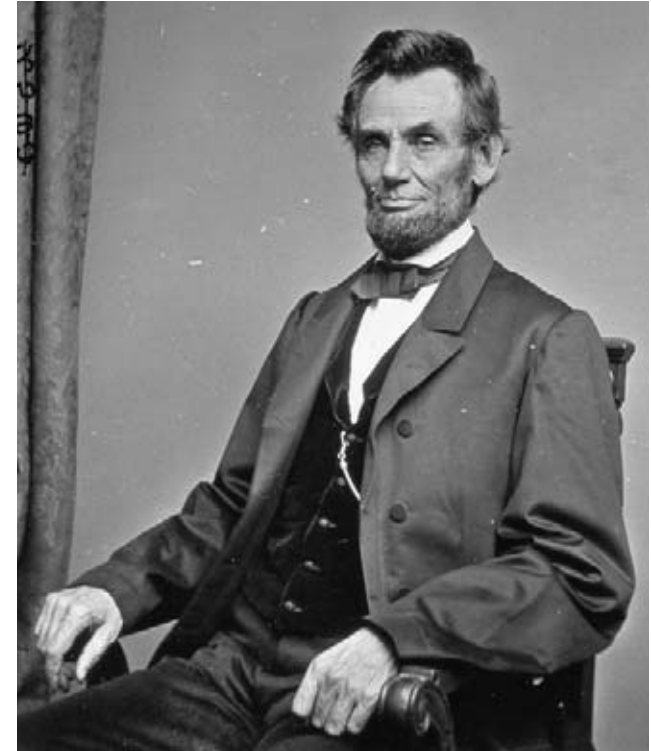
Dr. King once said, “Everybody can be great because everybody can serve.” To learn how you can serve in your community, visit www.mlkday.org.



The childhood home of Martin Luther King, Jr.

Growing Up in the South

Martin Luther King, Jr., was born in Atlanta, Georgia, on January 15, 1929. His father was a Baptist minister, and his mother was a teacher. Martin grew up in a busy and loving family. He and his sister and brother studied, took music lessons, and played sports.



Abraham
Lincoln

In the South, African Americans had always lived under laws that were unfair to them. Before the Civil War, most African Americans had been slaves to white owners. During this war, President Abraham Lincoln granted freedom to slaves by passing a special law. But even though the slaves were free from slavery, Southern lawmakers passed new laws to keep them separated, or **segregated**, from white people.

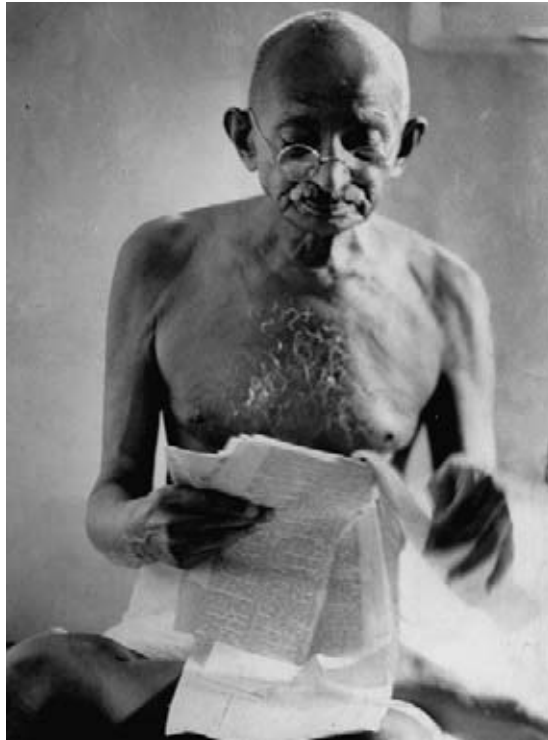
These laws were called Jim Crow laws, and they deprived African Americans of many rights. African American children went to separate, poorer schools than white children. On buses, African Americans had to sit in the back seats. African Americans were forced to use public drinking fountains and restrooms marked “For Colored Only.” In earlier days, African Americans were called “Colored.” White people used drinking fountains and restrooms that were marked “For Whites Only.”



As Martin grew up, he learned from his parents and his teachers that the laws calling for segregation were unfair. African Americans were suffering from not having equal rights. Many of them were poor and could not find jobs. Martin wanted to help the African American people gain full freedom. He wanted to work for **civil rights** — for full legal, social, and economic equality.



Poverty-stricken African Americans



Mohandas
Gandhi

Martin was a bright student who went to college near home in Atlanta at age 15. He then went north to continue his religious education. He decided when he was 19 that he would be a Baptist minister like his father. He had read about Mohandas Gandhi, the great leader from India. Gandhi believed in using love, not hate, to stop injustice. Martin decided he wanted to use peaceful, **nonviolent** ways to help his people.



Rev. Martin
Luther King, Jr.,
and his wife,
Coretta. This
photo was
taken three
years after
they married.

While he was up north, Martin met his future wife, Coretta Scott. She was studying to become a singer. On their first date, Martin told Coretta he wanted to marry her. He liked her for her beliefs and her commitment to equality, as well as her beauty. In the summer of 1953, they got married. A year later, Martin took his first preaching job at a Baptist church in Montgomery, Alabama.

Starting His Work

In 1954, the United States Supreme Court ruled that schools could not be segregated, or divided, by race. The Court ordered that schools should be integrated. This meant that all races should be able to attend the school of their choice. With this important ruling, African Americans became very hopeful that they could change society. Martin and other leaders encouraged people to work together peacefully to win civil rights for everyone, regardless of their race or religion.



Children at an integrated school in Washington, D.C., in 1954

But some white people were not happy with the Supreme Court ruling. They organized to fight integrated schools. A small secret group of white people, called the Ku Klux Klan (KKK), tried to prevent African Americans from having equal rights. Often their actions were violent. Many other Southern white people, while not violent, were not in favor of **integration**. And many white people from the South and the North supported integration and full equality for African Americans.



Hooded and robed KKK members burn a cross at a meeting.



Rosa Parks being fingerprinted in Montgomery, Alabama

In December 1955, something important happened in Montgomery, where Martin and his family were living. An African American woman named Rosa Parks refused to give up her seat on a bus to a white man. She was arrested. The African American citizens of the city were outraged, and they decided to protest. They refused to ride city buses because they wanted an end to segregation on the buses. This kind of protest, where people refuse to participate in something in order to force a change, is called a **boycott**. It is a peaceful means of protest.

Martin became the leader of the Montgomery bus boycott. People supported the boycott by walking or carpooling, but they would not ride the buses. For over a year, the boycott went on. The city would not change the segregation law. Many angry threats were made to Martin and his family. Once, their house was bombed. No one was hurt, but Martin now realized that he and his family were in danger. In November, 1956, the boycott ended in victory for the African American community. Soon after that victory, the Supreme Court ruled that Alabama could not segregate riders on buses.



A church-operated station wagon provided transportation to African Americans during the Montgomery bus boycott.



A 1960 demonstration for lunch counter integration

Marches and Struggles

Violent acts continued against African Americans in the South. Several churches were firebombed in Montgomery. Martin spoke out, “We will not hate you, but we will not obey your evil laws.”

Courageous African Americans started to test the unfair laws of segregation. In 1960, small groups, often students, began **sit-ins** at lunch counters where only white people could be served. (A sit-in is when people sit somewhere and refuse to move as a form of peaceful protest.) While the African Americans sat in their seats, they were pushed and often beaten by angry white people. But in time the sit-ins were successful. By the end of the year, over 126 Southern towns had integrated their lunch counters.

The next year a group of African Americans and white Americans, called the **Freedom Riders**, rode together on buses through the Southern states. They wanted to put the new law banning segregation to a test. When they got to Alabama, violent gangs of Southerners, including members of the KKK, burned the buses and attacked the riders. The local police offered little protection, and many people were hurt. Finally, the federal government in Washington, D.C., sent in 500 U.S. troops to put a stop to the violence.



This Freedom Riders bus was firebombed in Alabama in 1961. Passengers escaped without serious injury.



Policemen with vicious dogs attack nonviolent African American demonstrators.

In April of 1963, Martin led the famous Birmingham March to stop segregation in the city. The marchers were met by the Police Chief “Bull” Connor and his men. Attack dogs were set loose on the marchers, even on children. The marchers were sprayed with high-pressure fire hoses. Many were seriously injured. More than 3,000 African Americans were arrested and jailed. President Kennedy sent U.S. troops to Birmingham to stop the violence. Finally, the city ended its segregation laws. The media coverage of the violence in Birmingham made more and more people aware of the unfair and harsh treatment of African Americans. It brought more support to the need for equal rights for all people.

Dr. Martin Luther King, Jr., giving his famous “I Have a Dream” speech



“I Have a Dream”

President Kennedy spoke out in support of civil rights. He said it was time for all citizens to have freedom. Much encouraged, Martin called for a march on Washington for August 28, 1963. African Americans and many white Americans, numbering over 250,000, walked from the Washington Monument to the Lincoln Memorial. They were marching for freedom, rights, and dignity for all people. The cheering crowd heard Martin give his famous “I Have a Dream” speech. His dream was that one day all people of all colors would live together peacefully and be “free at last” from judgment or mistreatment because of skin color.

Sadly, three months later, President Kennedy was assassinated. But the Civil Rights Act, which he supported and which ended segregation in all public buildings, became law in 1964.



President Lyndon Johnson signs into law the Civil Rights Act.

The next struggle for African Americans was for voting rights. In the South, many African Americans had been prevented from registering to vote. Registering meant that people had to prove they were entitled to vote. Registration was made difficult. It became nearly impossible for many African Americans to register to vote. In some places an unfair poll tax was charged for voting. It was a tax many poor people could not afford.



Civil rights supporters stage a peaceful demonstration for voter rights in Mississippi in 1964.



Alabama Governor George Wallace ordered state troopers to use tear gas on peaceful demonstrators.

In Selma, Alabama, Martin led long lines of African Americans to the registration offices. He was arrested for his action and later released. Then the marchers started marching on the road from Selma to Montgomery. They wanted to present a complaint to the governor of Alabama, George C. Wallace. But he ordered the march stopped. The marchers continued and were stopped by state troopers who used unnecessary force to stop the marchers. The day is remembered as Bloody Sunday. Later, on August 6, 1965, with the support of President Johnson, the Voting Rights Act was passed in Washington, D.C. It was a great victory for all people.

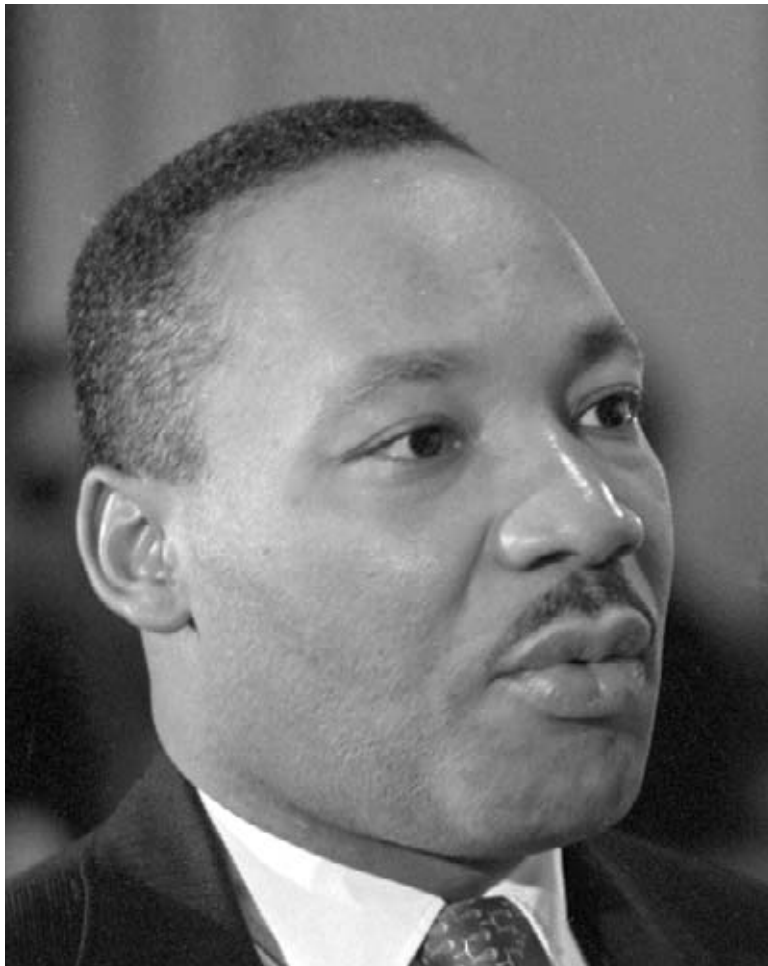


Dr. Martin Luther King, Jr., participates in a civil rights march in Memphis days before his assassination.

One Last March

Martin later called for the Poor People's Campaign. The goal was to get better homes, schools, and jobs for African Americans. In the spring of 1968, he went to help out on a strike held by the garbage collectors in Memphis, Tennessee. (A strike is when workers refuse to work until they win better wages or working conditions.) While in Memphis, Martin was killed by an assassin's bullet. He died on April 4, 1968 at the age of 39.

The whole world mourned the death of this great man of peace. Dr. Martin Luther King, Jr., is remembered for making real the dream of equality. And he is remembered for being a man of peace and a champion of rights and freedom for people of every color.



Glossary

boycott	a way of protesting when people stop buying things or using services from a company in order to force a change in policies (p. 13)
civil rights	legal, social, and economic rights that guarantee freedom and equality for all citizens (p. 8)
Freedom Riders	groups of African Americans and white Americans who rode buses together through the South to protest against segregation (p. 16)
integration	the policy of members of different groups and races sharing together in a free and equal way (for example, students of all races attending a school) (p. 12)
nonviolent	a way of protesting to win certain goals without using physical force (p. 9)
segregation	the policy of members of different groups or races being kept separate by law (for example, African American students attending one school, and white American students attending a separate school) (p. 6)
sit-in	when people sit somewhere and refuse to move as a form of peaceful protest (p. 15)

Name _____

INSTRUCTIONS: Research and write down other events that were taking place at the times listed below.

Date/Event	What Else Happened Around that Time?
Jan. 15, 1929: Martin Luther King was born.	
In 1954 the U.S. Supreme Court ruled that schools could not be segregated.	
In December 1955 Rosa Parks refused to give up her seat on the bus to a white man.	
In 1960 small groups began sit ins.	
In April 1963 Martin Luther King led the Birmingham march.	

Name _____

INSTRUCTIONS: Rewrite the following sentences with capital letters in the correct places.

in the south, african americans lived under many laws that were unfair to them.

these laws were called jim crow laws, and they deprived african americans of many rights.

african americans were forced to use public drinking fountains and restrooms marked "for coloured only."

while he was up north, martin met his future wife, coretta scott.

a year later, martin took his first preaching job at a baptist church in montgomery, alabama.

later, on august 6, 1965, with the support of president johnson, the voting rights act was passed in washington, d.c.

Our Solar System

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,660

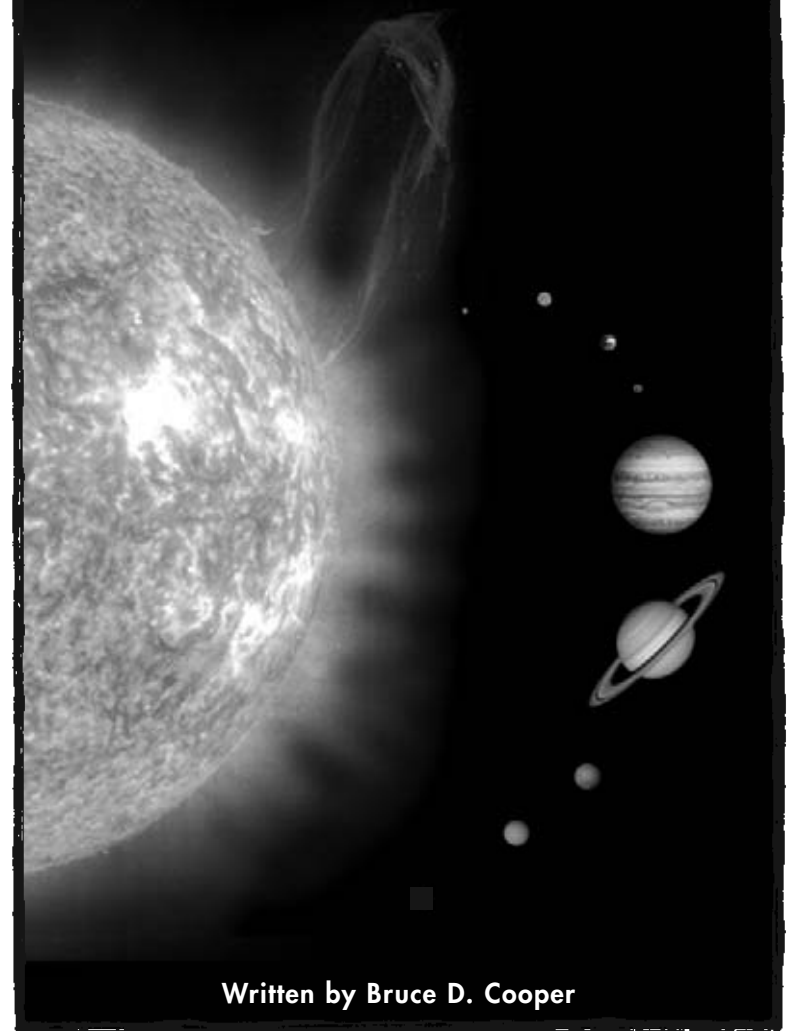



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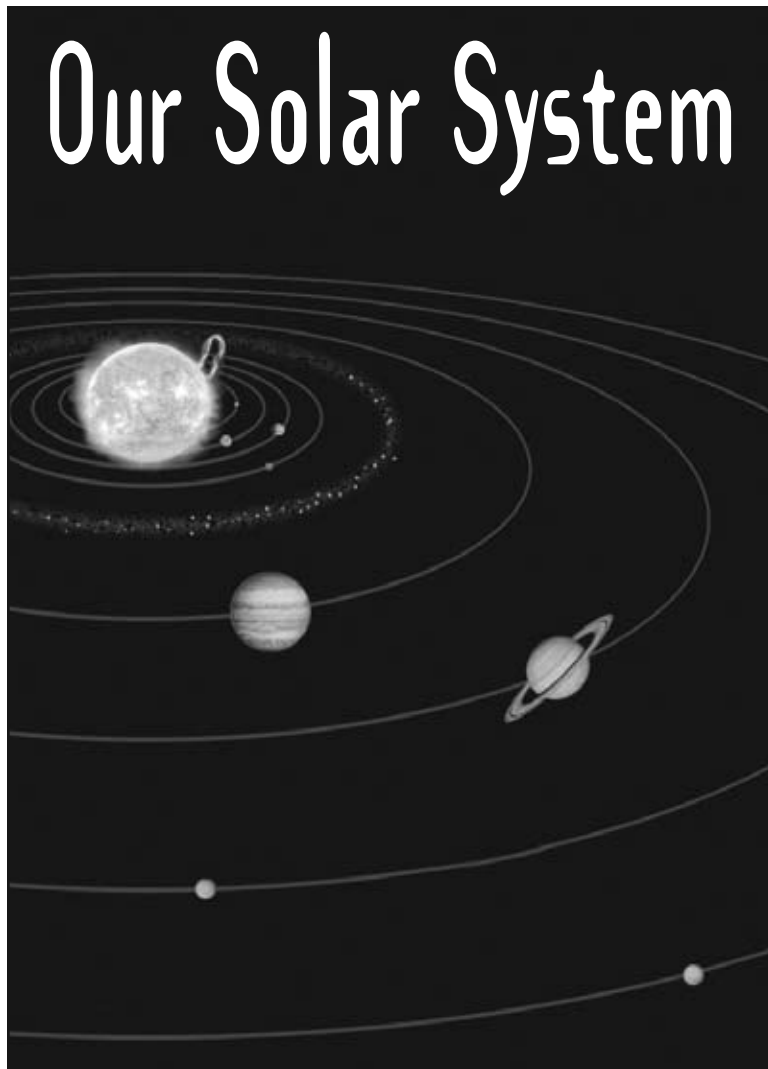
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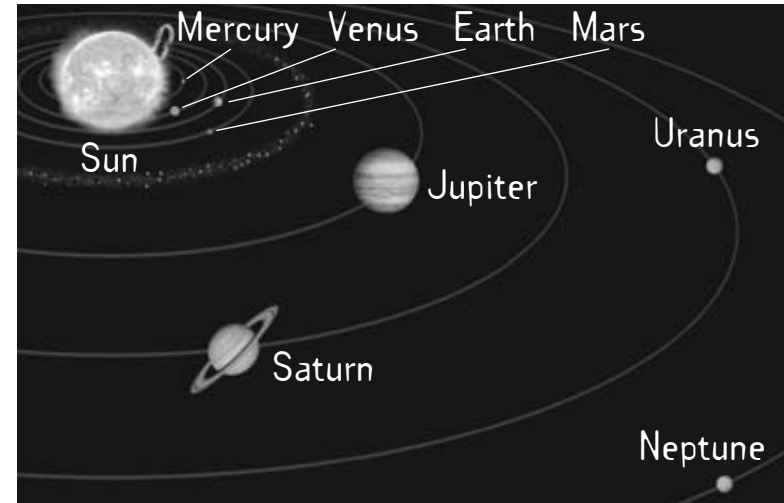
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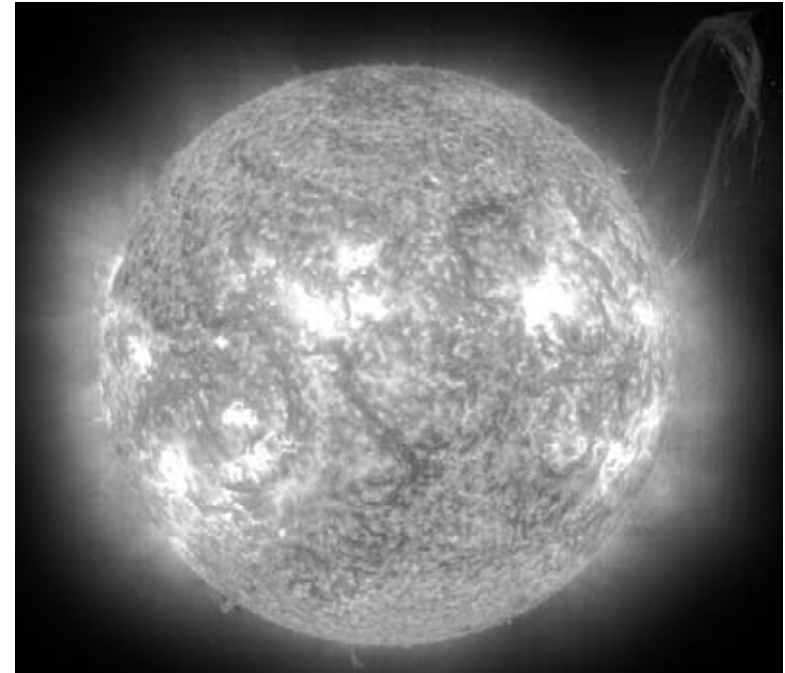


Introduction

Our solar system is made up of the Sun, eight planets, and 68 moons. It also contains dwarf planets, comets, asteroids, and clouds of gas. The Sun is the center of the solar system. Everything else in the solar system goes around, or **orbits**, the Sun. Mercury, Venus, Earth, and Mars are the inner, rocky planets. They are made of rocky materials. The outer planets are Jupiter, Saturn, Uranus, and Neptune. They are known as the gas giants and are made mostly of gases. The outer planets are hundreds of times larger than Earth.

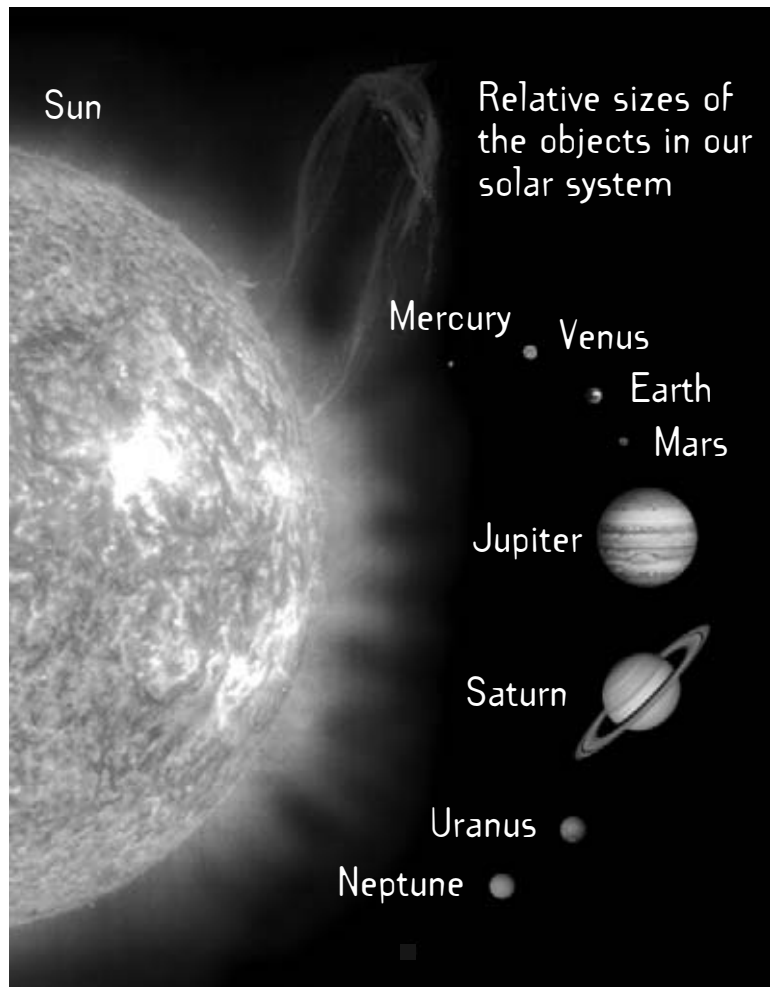


To get an idea of the size of things in our solar system, imagine that Earth is a grape. If Earth were the size of a grape, the Moon would be the size of a green pea. The Sun would be as big as a ball that an adult man could stand in. Jupiter, the largest planet, would be the size of a grapefruit, while Saturn, the second largest planet, would be the size of an orange. Uranus and Neptune would be the size of lemons.



The Sun

The Sun is a huge ball of burning gas that sends energy far out into the solar system. The Sun plays a very important part in our daily lives, providing energy that supports all life on Earth. The Sun causes seasons, climate, ocean currents, wind, and weather. Without the Sun's energy, plants could not grow and make food. And there would be no gas, oil, or coal. These things are called **fossil fuels**, and they come from dead plants.



The Sun is just one of billions of stars. It has been around for about 4.6 billion years. And it will keep producing energy for another 5 billion years. Before it dies, it will swell up and swallow many of the inner planets. Then it will shrink into a much smaller ball.

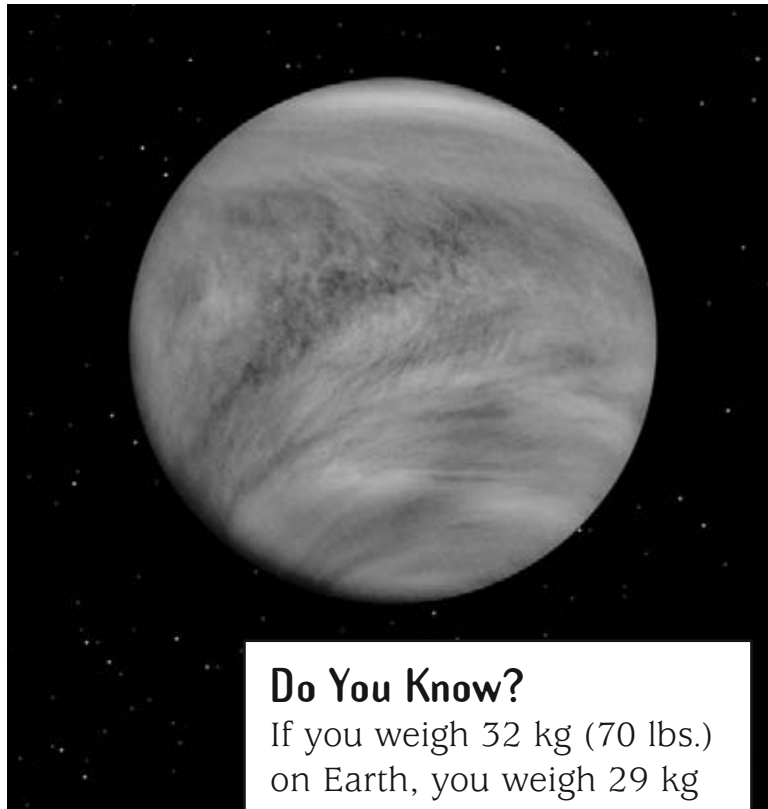


Do You Know?

Gravity is different on each planet, and gravity determines how much you weigh. If you weigh 32 kg (70 lbs.) on Earth, you weigh 12 kg (27 lbs.) on Mercury.

Mercury

Mercury is the closest planet to the Sun. It is the smallest planet in our solar system. It takes only 88 Earth days for Mercury to make a complete **orbit** around the Sun. (For comparison, it takes Earth 365 days, or one year, to **orbit** the Sun.) Like all other planets, Mercury spins like a top as it goes around the Sun. It spins very slowly. Each spin of a planet is a day on that planet. A day on Mercury is 59 times longer than an Earth day. Because it spins so slowly, Mercury gets very hot during the day and very cold at night.



Do You Know?

If you weigh 32 kg (70 lbs.) on Earth, you weigh 29 kg (63 lbs.) on Venus.

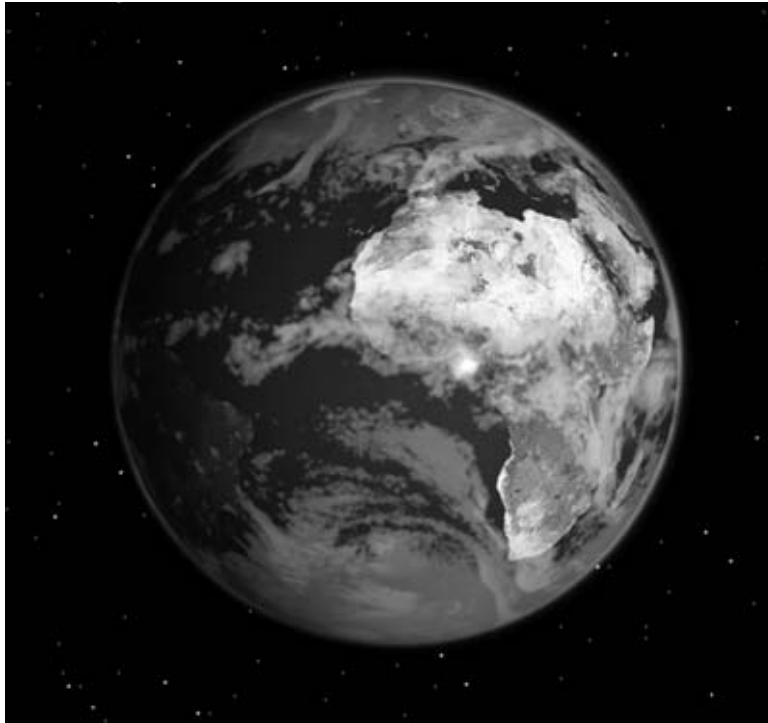
Venus

Venus and Earth are similar in size. But Earth and Venus are very different. Venus is covered by layers of clouds that are much thicker than clouds on Earth. These clouds trap most of the Sun's heat. The temperature on Venus gets very, very hot—more than four times hotter than boiling water.



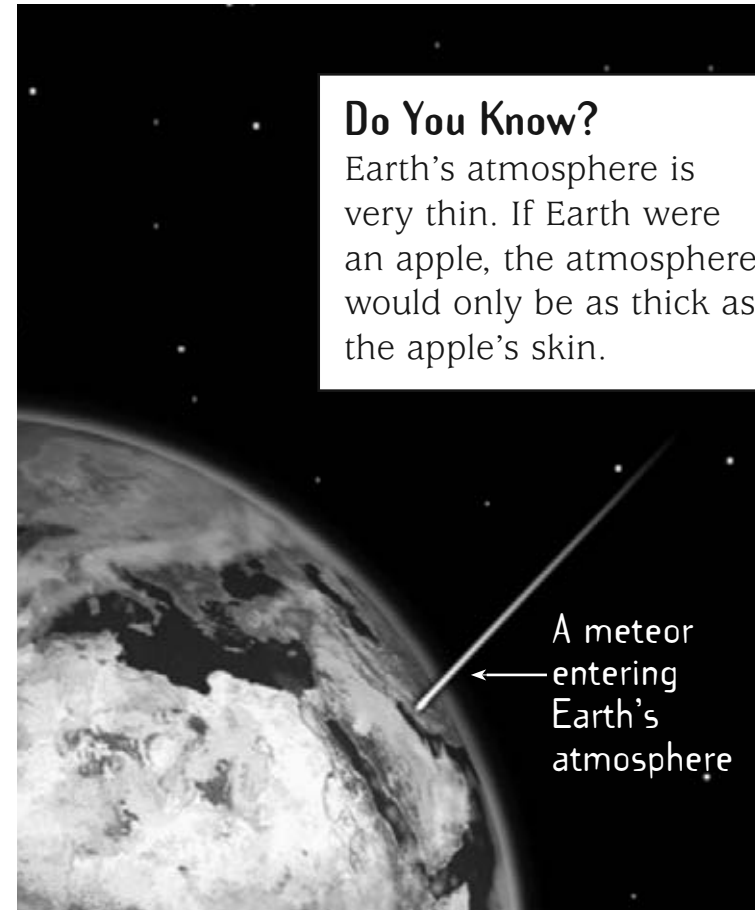
Gula Mons, a volcano on Venus, is almost 3.2 km (2 mi.) high.

As well as trapping in heat, the clouds of Venus reflect sunlight. This makes Venus one of the brightest objects in the sky. The air pressure on Venus is 90 times greater than on Earth. For this reason, space probes that land on Venus stop working within a few hours. Venus rotates even more slowly than Mercury. One day on Venus is equal to 243 Earth days.



Earth

Earth is a very special planet because it is our home and also because it is the only planet in our solar system that can support life. The most important difference between Earth and other planets is the presence of water. Water covers nearly 70 percent of Earth. Earth spins around approximately once every 24 hours (one day). It completes one orbit of the Sun about every 365 days (one year).



Do You Know?

Earth's atmosphere is very thin. If Earth were an apple, the atmosphere would only be as thick as the apple's skin.

A meteor
entering
Earth's
atmosphere

Earth's **atmosphere** is made up of gases that living things need to stay alive. The atmosphere protects us from most of the Sun's harmful rays. It also helps protect us from meteors by causing them to burn up before reaching Earth's surface. Earth has one natural satellite, the Moon.

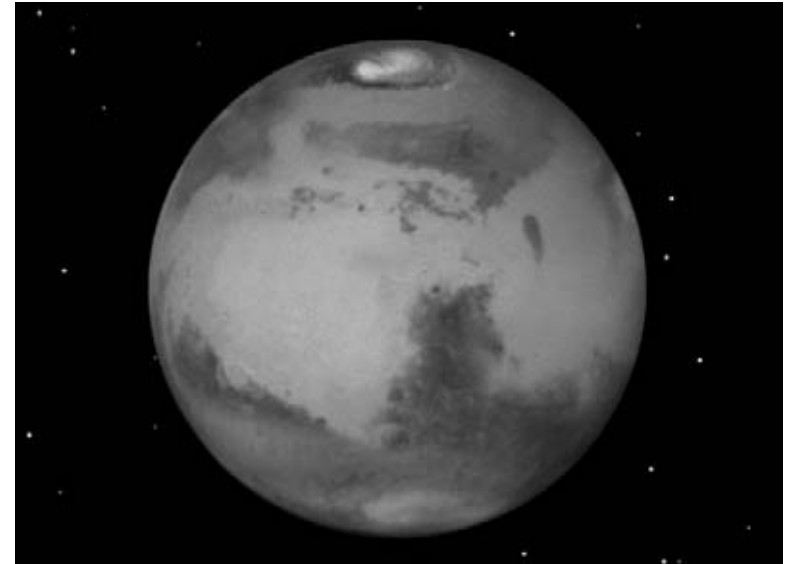
Do You Know?

If you weigh 32 kg (70 lbs.) on Earth, you weigh 5 kg (12 lbs.) on the Moon.



The Moon

The Moon is about one-fourth the size of Earth. The origin of the Moon is unknown. Most scientists believe that it came from Earth when Earth was hit by an enormous object from space. The **gravitational pull** of the Moon causes Earth's ocean tides.



Mars

Mars is the fourth planet from the Sun. It is known as the red planet because of large amounts of rust on its surface. Mars is the most Earth-like of all the planets of our solar system. Mars has seasons similar to our own, and the soil there is similar to the soil on Earth. But there is very little oxygen or water vapor in Mars's atmosphere. The climate on Mars changes widely between seasons. Temperatures on its surface can range from 30° Celsius (86°F) in the summer to -130° Celsius (-202°F) in the winter.

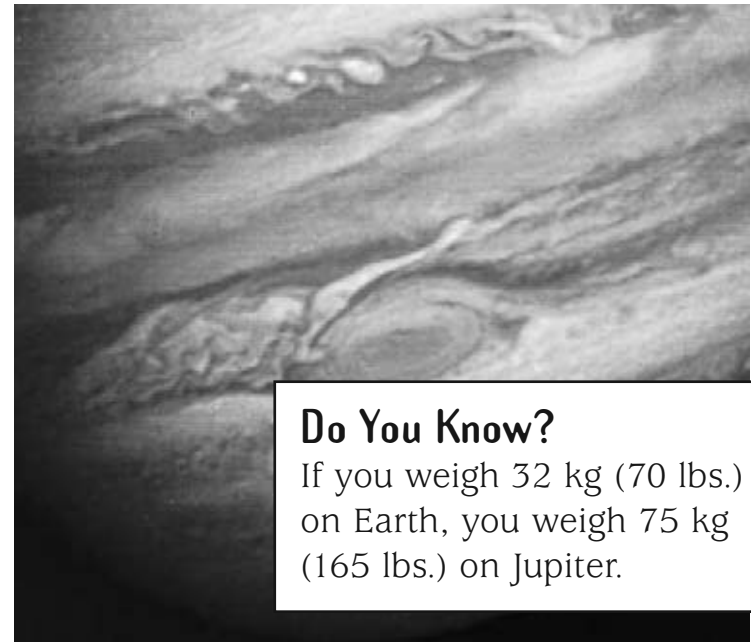


Do You Know?

If you weigh 32 kg (70 lbs.) on Earth, you weigh 12 kg (27 lbs.) on Mars.

A panorama of the Martian surface

Mars often has winds that blow up to 200 kilometers per hour (120 mph). These winds cause great dust storms that color the planet's atmosphere pink. There are ice caps on both poles of Mars. The northern one is made up mostly of ice that never melts, while the southern pole is made of carbon dioxide, which melts during the Martian summer. Mars has two small moons, Phobos and Deimos. A year on Mars is almost as long as two Earth years. A day on Mars lasts only thirty minutes longer than a day on Earth.



Do You Know?

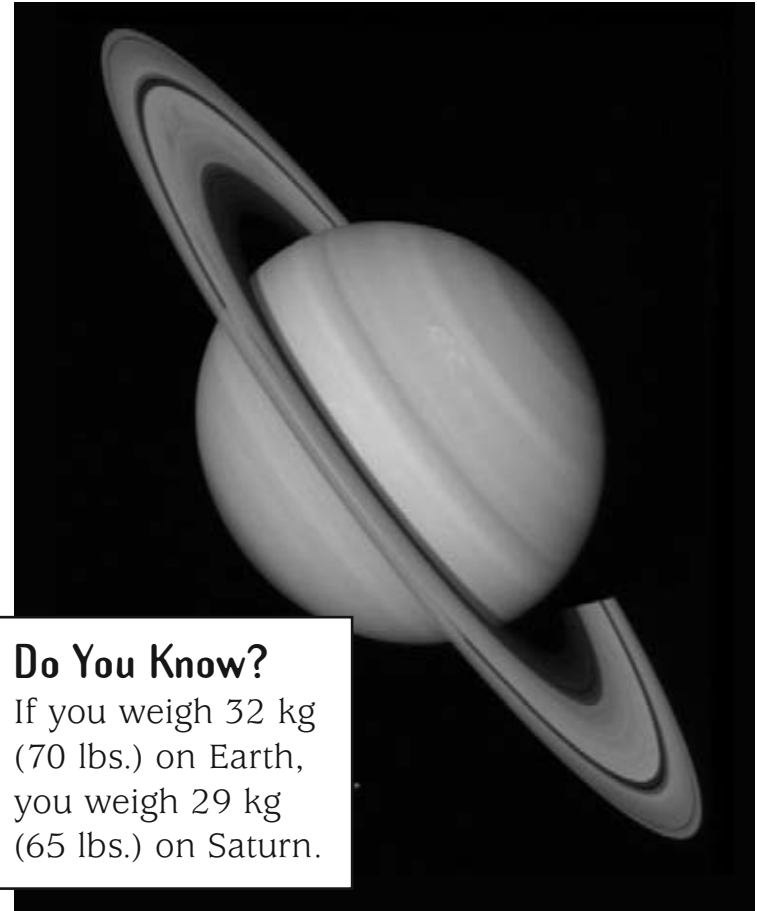
If you weigh 32 kg (70 lbs.) on Earth, you weigh 75 kg (165 lbs.) on Jupiter.

Jupiter

Jupiter is the largest planet in our solar system. It is like a star in many ways because it is made up mostly of gas clouds and produces its own heat. The clouds of Jupiter form bands that have very high winds and are always very stormy. Scientists believe one storm is like a huge hurricane. It is called the Great Red Spot. This storm is about three times the size of Earth. Jupiter's temperature is very cold at the tops of the clouds. Beneath the upper layer of clouds, it is much hotter.



In some ways, Jupiter is like a “mini-solar system” because it is so big and has 16 moons and several thin rings around it. Scientists believe that if Jupiter had become larger during its development, it could have become a star instead of a planet. Jupiter spins quite fast for such a large planet. One day on Jupiter is roughly 10 hours. It takes Jupiter almost 12 Earth years to complete its orbit around the Sun.



Do You Know?

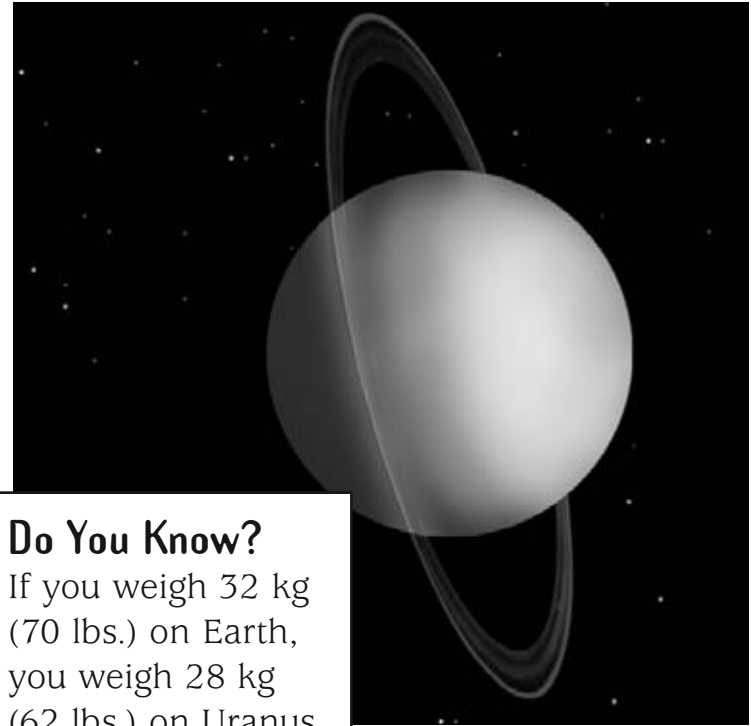
If you weigh 32 kg (70 lbs.) on Earth, you weigh 29 kg (65 lbs.) on Saturn.

Saturn

Saturn is the sixth planet of the solar system. It is easy to recognize because of its large, visible system of rings. The rings are made up of millions of pieces of ice and frozen gases. Saturn has the most moons of any planet, approximately 23.



Saturn is also unique for other reasons. It is not as dense as the other planets. It is the only planet less dense than water. Saturn would float in a swimming pool if there were one big enough to hold it. Saturn spins very fast, making one day on Saturn ten and one-half hours long.



Do You Know?

If you weigh 32 kg (70 lbs.) on Earth, you weigh 28 kg (62 lbs.) on Uranus.

Uranus

Uranus is the seventh planet of the solar system and the third largest. It looks blue-green in color because of methane gas in its atmosphere. Uranus seems to roll around the Sun because it is very tilted. Scientists think this might be because it bumped into another planet-sized object long ago. Uranus has 18 moons and 11 known rings. It takes Uranus 81 Earth years to go around the Sun.



Do You Know?

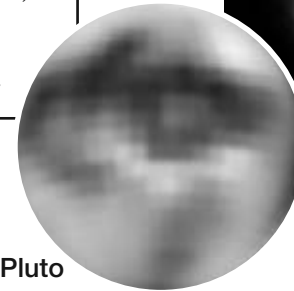
If you weigh 32 kg (70 lbs.) on Earth, you weigh 36 kg (79 lbs.) on Neptune.

Neptune

Neptune is the eighth planet from the Sun. Neptune and Uranus are sometimes called the twin giants because they are so much alike. They are about the same size, and they both glow with the same blue-green color. And like Uranus, Neptune is covered with thick clouds. Neptune has at least 8 moons and 5 dust rings. It takes Neptune about 165 Earth years to go around the Sun.

Do You Know?

If you weigh 32 kg (70 lbs.) on Earth, you weigh 2 kg (5 lbs.) on Pluto.



A closeup of Pluto

Pluto



Pluto

Before 2006, the space object called Pluto was the ninth planet of our solar system. But scientists—after much debate—voted to create a new category called dwarf planets for space objects like Pluto. Dwarf planets orbit the Sun, have nearly round shapes, are not moons, and, unlike planets, have not cleared the neighborhood around their orbits. Three space objects have been categorized as dwarf planets—Pluto, Ceres, and UB313. Ceres orbits the Sun between Mars and Jupiter. Pluto has an oval orbit that makes its orbit cross paths with Neptune's. UB313 is currently the farthest dwarf planet from the Sun. Many more space objects could be categorized as dwarf planets in the years to come.



Asteroid Ida and its moon

Asteroids

Asteroids are rocky, metallic objects orbiting the Sun. They are too small and oddly shaped to be called planets or even dwarf planets. They range in size from a few feet in **diameter** to hundreds of miles in diameter. Most asteroids are found between Mars and Jupiter. Some have orbits that cross Earth's path, and in the past, some have even crashed into Earth. Asteroids and other smaller objects called **meteoroids** that float in space and enter Earth's atmosphere are called **meteors**. Most burn up in the atmosphere. If they survive the trip and land on the ground, they are called **meteorites**. Among the best evidence of an asteroid hitting Earth is the Barringer Crater near Winslow, Arizona.



Halley's comet

Comets

Comets are composed of ice and dust and are like large dirty snowballs in space. They have very oval-shaped orbits. For part of that orbit, they come close to the Sun, and then they swing far out into space. Some comets orbit the Sun in less than 200 years. The most famous of these is Halley's comet. It returns every 76 years. Other comets take thousands of years to complete an orbit. Comet Hyakutake, which passed close to the Earth in 1996, will return in about 9,000 years.



A spiral galaxy much like our own

Conclusion

Humans are fascinated with outer space. There are thousands of books and hundreds of television programs and movies devoted to space travel. We wonder about other solar systems in space. Humans are curious about the universe, and we like going in search of new adventures. As technology continues to advance, many of the space adventures that are now only fantasy may become real.

Glossary

atmosphere	a layer of gases surrounding a planet, star, or moon (p. 12)
diameter	the length of a straight line through an object (p. 23)
fossil fuels	sources of energy such as coal, oil, and natural gas that were made by the decomposition of plants and animals over millions of years (p. 6)
gravitational pull	the force of attraction that tends to draw objects together (p. 13)
meteor	a meteoroid that enters Earth's atmosphere (p. 23)
meteorite	a meteoroid that actually lands on Earth (p. 23)
meteoroid	a comet, asteroid, or dust particle floating in space (p. 23)
orbit	(noun) the path of an object revolving around another object (p. 8) (verb) to revolve around another object (p. 8)

Name _____

INSTRUCTIONS: Fill in the information under each section.

Planet	Size	Inner/ Outer	Length of Day	Distance from Sun	Number of Moons	Weather
Earth						
Mercury						
Venus						
Mars						
Jupiter						
Saturn						
Uranus						
Neptune						
Pluto						

OUR SOLAR SYSTEM • LEVEL 5 • 2

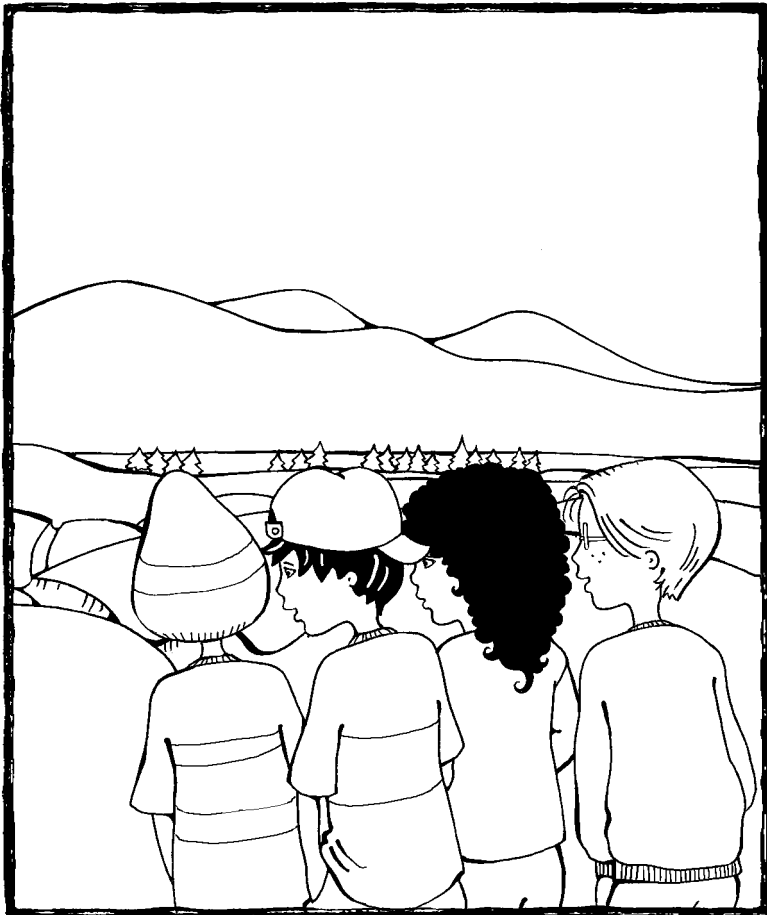
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SKILL: PRACTICING PUNCTUATION AND CAPITALIZATION

Wheeling the Snake

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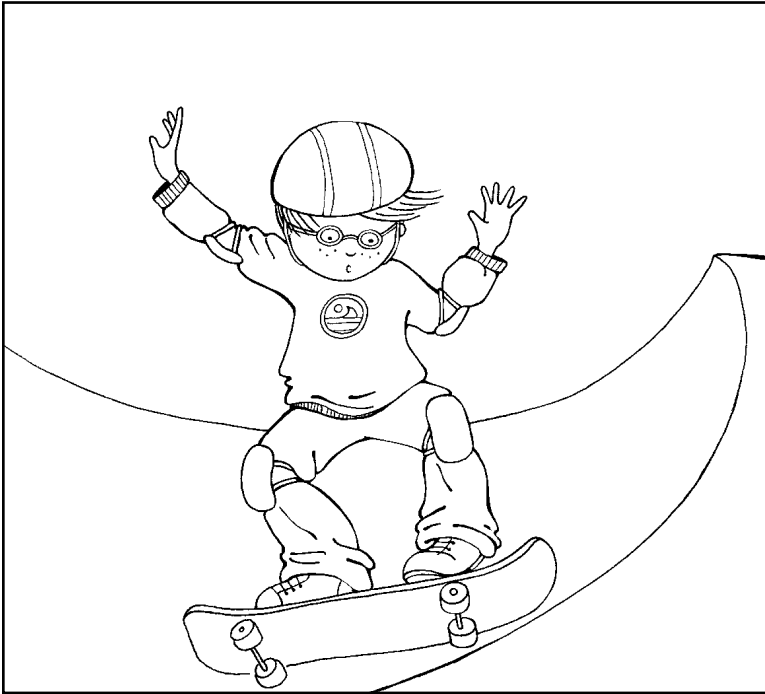
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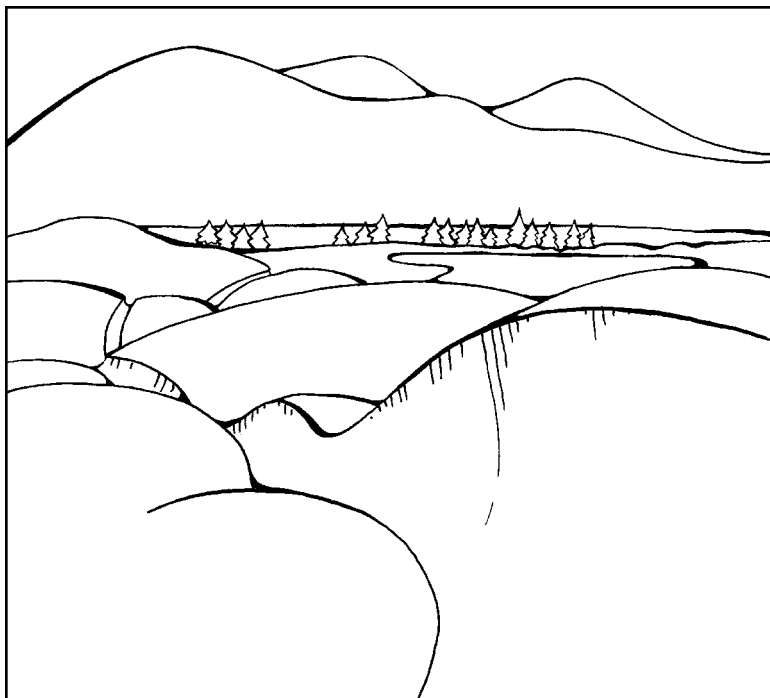
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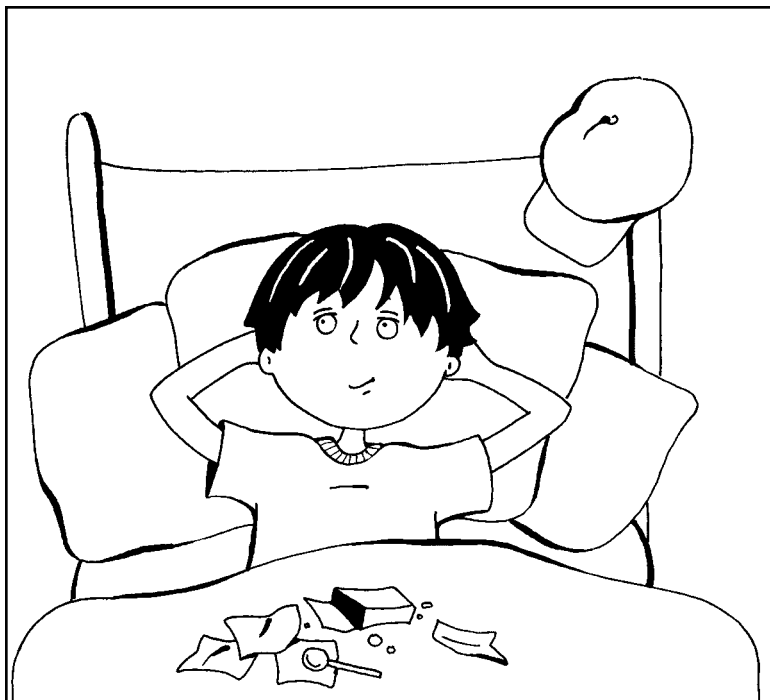


In eastern Washington there are rolling hills called the Horse Heavens. There are natural springs here, which feed Elliot's Lake. From a dam at the head of the lake, concrete ditches nearly 10 feet deep and 15 feet wide channel irrigation water down to the farmlands below. One of these ditches snakes five miles down to the alfalfa fields near Benton City. In November and December, the water is stopped, and the concrete pipeline is empty.

From Benton City, you can see the concrete ditch twisting down from the lake. The skateboarders and in-line skaters at the Drury Middle School and Benton High call it the Snake. The goal is to ride the Snake on your choice of wheels all the way to bottom. When you fall they call it being bitten.

Those few who have actually wheeled the Snake sew a coiled snake patch on their jackets.





Late Halloween night, ten-year-old Isaac Green was still awake. He lay in bed with no hope of getting to sleep any time soon. He had been out trick-or-treating earlier, consuming most of his candy along the way. He got a lot of candy. He ate a lot of candy.

But it wasn't the sugar that was keeping him awake. Earlier that day the gates on the irrigation system had been closed.

The Snake was alive!



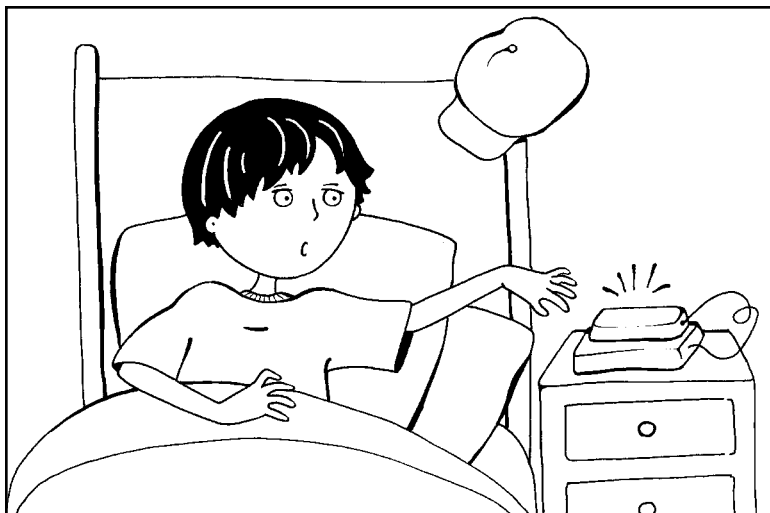
Isaac lay there dreaming of hips, corners, curves, and the 20-foot long, two-foot-high iron rail that ran along the bottom in an area called Lizard Ditch.

Then there was the Snake itself. Only a handful of older teenagers had ever wheeled the Snake without being bitten and earned the patch.

Isaac wanted that patch in the worst of ways.

Last year as he skated Lizard Ditch, he would look up at the Snake and dream about how he would ride it. Of course, he never did.

But Isaac knew he and his best friend, Sam, were going to do it. He and Sam were two of the three best skaters in their school.



Even though it was late, he decided to call Sam and tell him that this was the year. He reached for the phone just as it rang.

Startled, he answered, "Hello?"

"Hi, it's Jessie." Jessie was the third best skater in his school, even if she was a girl, and also Isaac's friend. "Let's do it," she said.

"Do what?"

"The Snake," she challenged. "You, Sam, and me!"

"Well, I . . ." There was a knock at his bedroom door.

"Isaac," said his dad from the hall, "who's on the phone?"

"It's Jessie."

"Well, don't be too long."

"I won't."

He paused for a second, as much to let his dad get down the hall as to come up with an answer for Jessie.





"Sorry," he said.

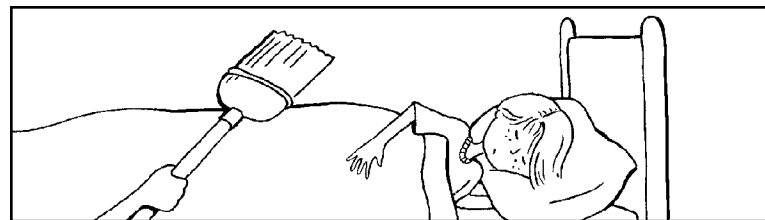
"Well," she asked, "you want to?"

"This is so weird. I was just calling Sam to ask him the same thing. Yeah, why not!"

"Yesss!"

"Hey," Isaac laughed as he hung up, "Don't forget your broom!" It was a tradition for the skaters, on the first Saturday after the dam closed, to sweep out the ditch.

Isaac fell back on his pillow, his mind racing.



The next morning, Isaac boarded over to Sam's house with his broom. Sam was still asleep, but his mom let him go down to his bedroom to get him up. Isaac smacked the bed with the broom, and Sam came awake, fast.

"Hey, what the . . . ?"

"Let's go!"

"Go? Oh, yeah, I forgot. We've got to sweep the ditch."

"And," Isaac said, picking a miniature Snickers bar out of Sam's Halloween bag on the floor, "we're going to ride the Snake!"

"No way!" Sam said, as he quickly rolled out of bed.

"Jessie and I are going to do it. You want to?"

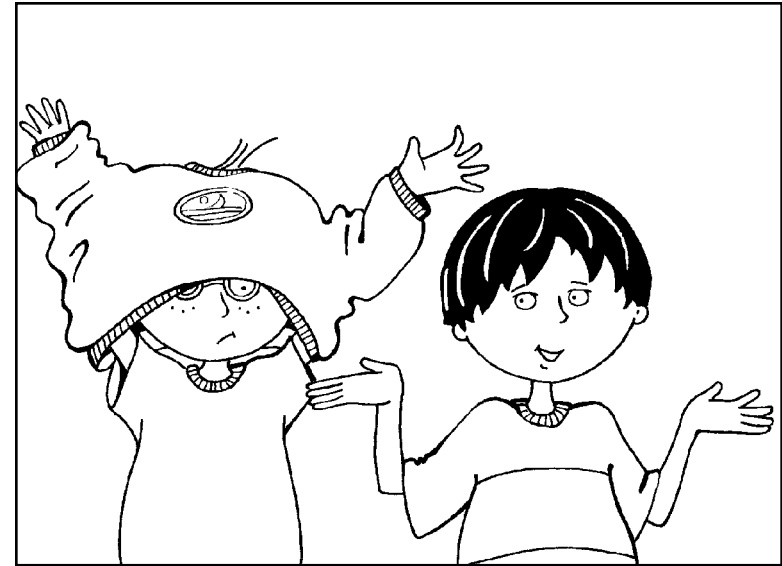
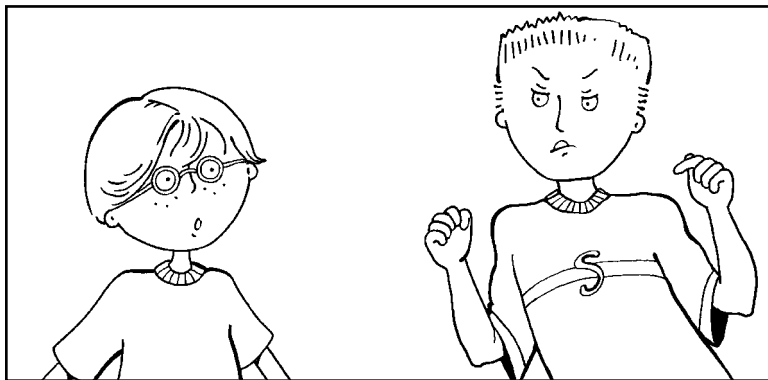
Sam, realizing that Isaac was dead serious, muttered, "I want to, but what about Cliff?"

Cliff!

Cliff was a senior at Benton High. He was the bad guy's bad guy. Last year while Sam, Jessie, and Isaac were goofing at the rail on Lizard Ditch, Cliff rode by and did a poor backside 180-kick flip, plowing right into Sam.

Cliff was so mad he nearly blew a gasket. "Get out of here," he snapped. "This is no place for kids. If I catch you here again, you'll be skating on your face!" Then he wheeled off.

They had avoided Cliff ever since.



As Sam pulled on a sweatshirt, he continued, "He's never going to let us get to the top, let alone ride down."

"I've got an idea," Isaac laughed. "What if we take Jordie, Sandra Glassner's little brother? Cliff is interested in Sandra. He has to be nice to Jordie."

"Do we have to?" Sam groaned. "Jordie's a rollerblader, not a skateboarder!"

"He could be a hip-hopper for all I care. He's our ticket to the top," chuckled Isaac. "Let's go!"

By the time the boys got to the base, Jessie was already sweeping the Lizard rail. With her broom in hand, she ran up the rounded side of the ditch to the two of them. "Bad news, guys," she quipped. "Remember last year? Our good friend Cliff isn't going to let us get near the Snake."

"No, problem!" Isaac smiled. "Jordan Glassner's going to get us up."



As if he'd been cued, Jordie rolled up on his skates. "What's up, boarders?" he said sarcastically as he wheeled by.

"Hey, Jordan," Isaac shouted. "Come here!"

"What?" Jordan asked suspiciously as he turned back to the group of skateboarders.

"Well," Isaac said. "You're a good skater, right?"

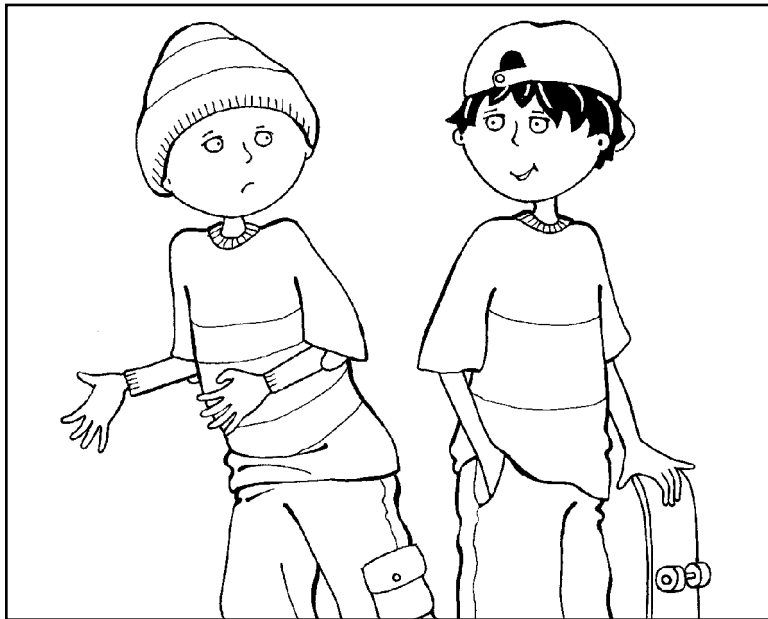
"I'm the best!" he snapped. Jessie and Sam rolled their eyes in disgust.

"Then there's no question as to whether you can ride the Snake or not?" Isaac asked.

"Any time," Jordan bragged.

"Well," Isaac continued, looking at the others, "we're gonna do it today, and we want you to go with us. Meet us back here in an hour. We'll go up together."

Unwilling to walk away from the challenge, Jordie muttered, "Uh, sure, I'll be here." He tried to mask his fear as he rolled away.

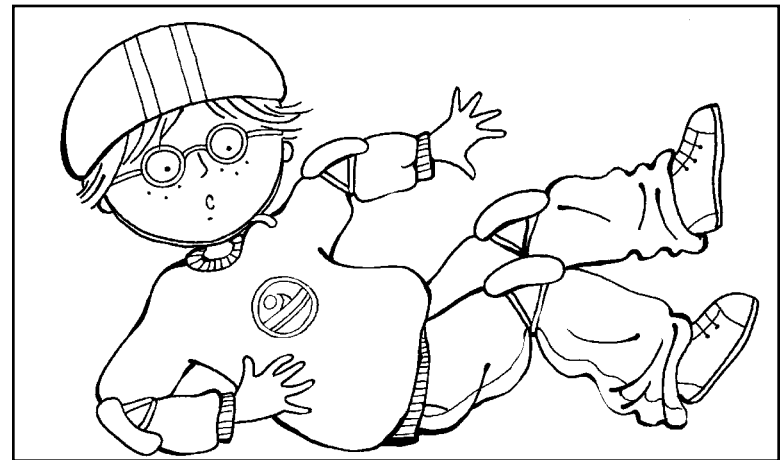


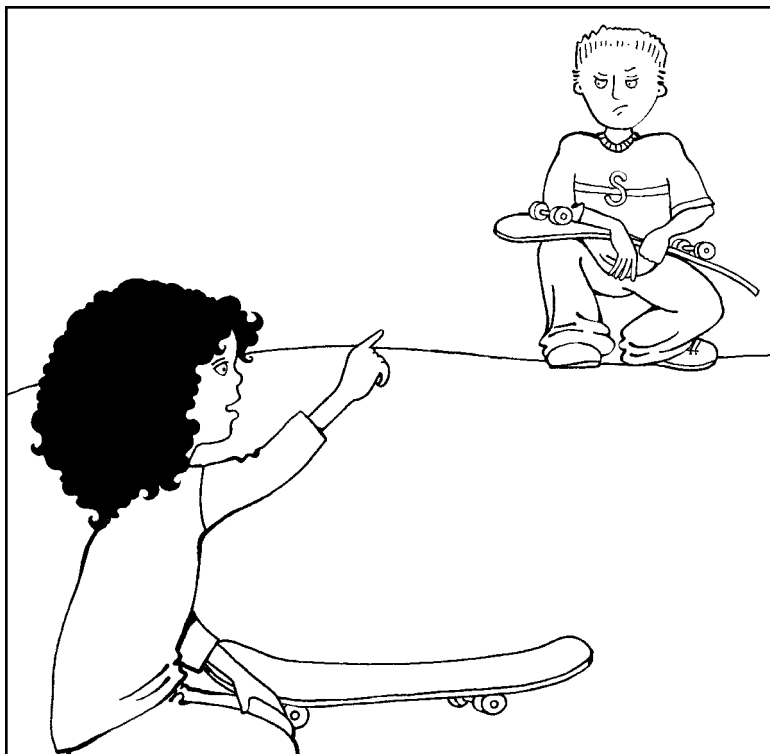
Without saying a word, the three began warming up; skating the rail. They were so intent on their practice they didn't notice the long, ominous shadow stretching across the empty ditch.

Sam rolled down one side and was on his way back up the other side to do a quick kick when a large meaty hand pushed him in the chest. He flew off his board and skidded hard down the concrete bank. If it hadn't been for his elbow pads, he would have been really hurt. He looked up angrily, ready to explode.

His temper cooled quickly.

It was Cliff!

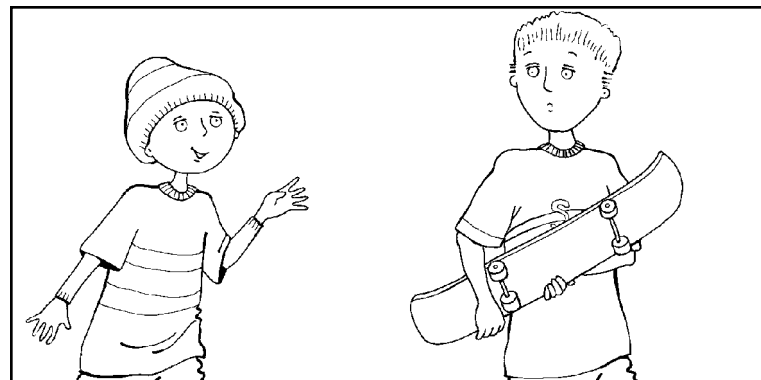




"Sorry, kid," Cliff sneered, "didn't see you."

By now, Isaac and Jessie were kneeling beside Sam looking up at the bully. "That is so chicken, Cliff," snarled Jessie. "You are such a loser!"

Cliff was never in the mood to take anything from anybody, even a girl. He dropped his board and started down the pipe.



Just then Jordie skated up. "Hey, Cliff," he said, "My sister is down at the base and wants to talk to you. Something about a movie."

"Huh? Sandra?" asked Cliff, distracted. "She wants to see me?" Without waiting for an answer, he grabbed his board and ran thundering down the hill.

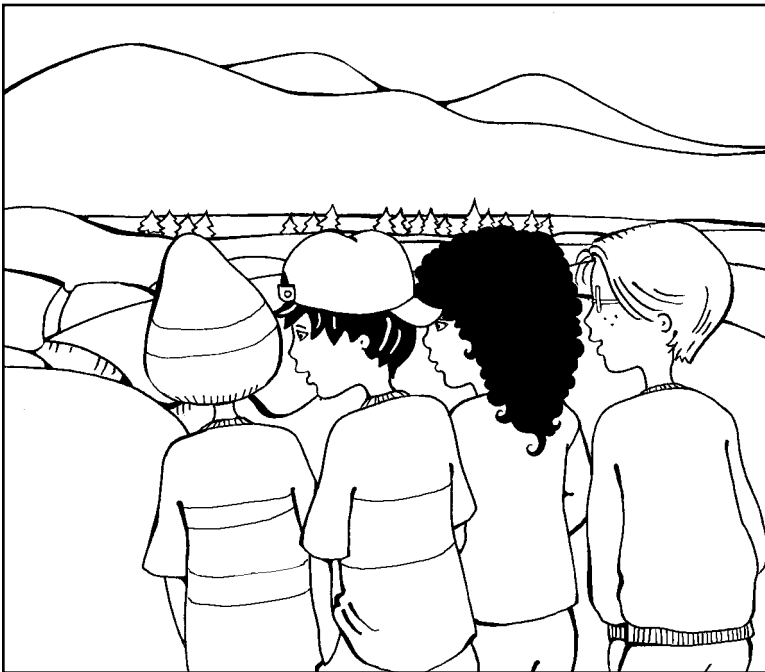
"Man, that was lucky," Isaac sighed in relief. "Your sister was really looking for him?"

"No," laughed Jordie, "I made it up."

"Gee!" said Sam scrambling to his feet. "Let's get up there while we've got the chance."

The hike to the dam, the beginning of the Snake, took them nearly an hour. At the top, five high-school kids stood around idly spinning the wheels on their boards. One of them was trying to stop the bleeding on a bad scrape on his arm. The group looked nervous, none of them ready to try the Snake.

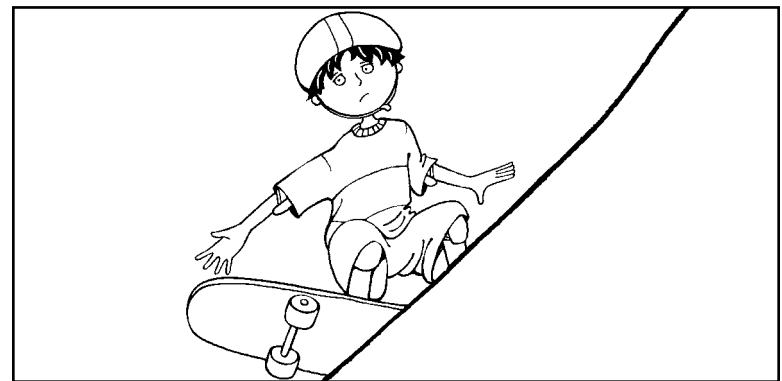
Jordie, Isaac, Jessie, and Sam all turned together and looked down. The ditch was steep and ran straight for about a hundred yards before breaking into a hard right turn.

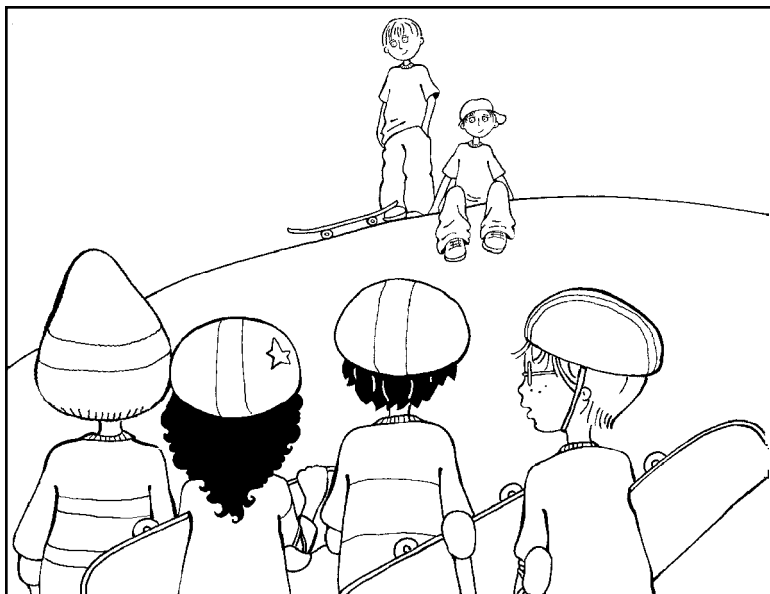


While the three boarders watched, Jordie nervously sat on the edge of the ditch and laced up the boots of his in-line skates. Buried in their own thoughts, they didn't say anything. Jordie took a deep breath, "Okay, let's do it!"

Isaac stepped onto his board and crouched a bit as the wheels bit into the side of the ditch. He could hear the others following. The ditch was steeper than anything he had ever boarded, and soon he was going way too fast to make the first turn. He kicked the tail out on his board and skidded to a stop.

The others pulled up behind him. "I don't know," said Isaac hesitantly, "this is really steep."





From above, taunts and catcalls came from the high schoolers. They found some measure of courage in harassing those who had taken the challenge that they couldn't.

The four of them might have changed their minds. They might have walked down. But Jessie removed that option. "Blow it out your ears!" she yelled back at them. Then she stepped on her board, and just like that, she was gone!

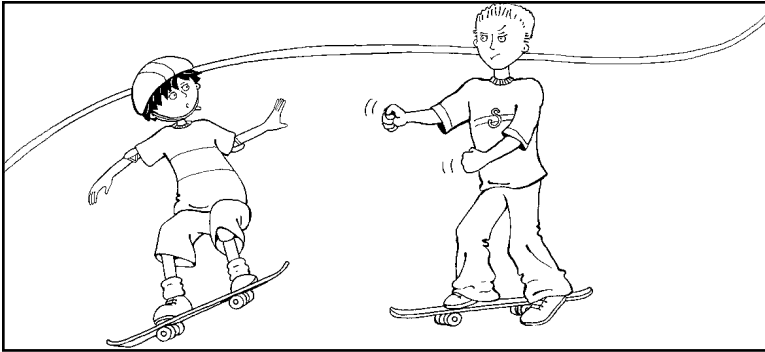
The others, not to be outdone by a girl, followed.

They fairly flew down the next section. They were moving so fast, the air seemed to be sucked right out of their lungs. They had ridden through several of the early turns when Sam raced passed Jessie and then tipped an edge. He spun a ragged 360 and nearly dropped, almost bitten.

Again, they stopped.

They were all breathing hard, openly frightened. If it was possible, the Snake was even steeper in this section. Without saying a word they climbed to the top of the ditch only to be confronted by Cliff.



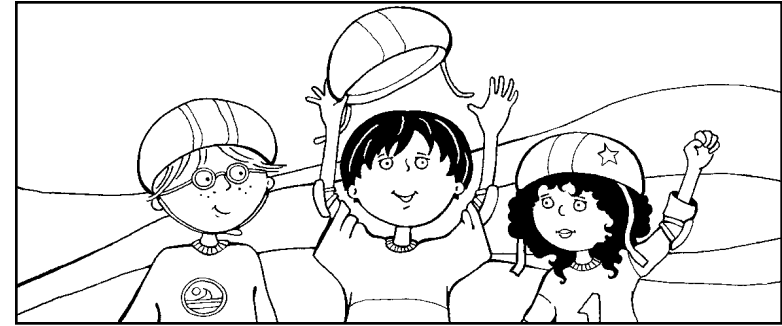


When Cliff was mad like this, he liked to hit something. The only something in reach was Isaac.

Roaring profanities, Cliff swung his fist. Isaac had two choices—to get on his board and ride, or to let Cliff have some punching practice.

There was really no choice.

With wheels roaring on the rough concrete surface, the four of them blasted down the hill. They flew into the final curve and through a crowd that had gathered at the edge of Lizard Ditch. The last three hundred feet of concrete was all sparks and dust as they each dug in their edges and ground to a stop.



They stood there looking dazed and trying to catch their breath. Up the hill, kids from their school were running toward them, whooping and shouting.

The four looked at each other and then laughed.

There was really nothing to say. They had done what few had done before. They had wheeled the Snake, and not one of them had been bitten.

Skateboarders and rollerbladers all over the county still talk about that ride. It's what legends are made of.

It's what makes wheeling the Snake as cool as it is. Few have tried, and fewer have earned the coiled snake patch.

Name _____

INSTRUCTIONS: Reread *Wheeling the Snake*. List 4 events. Write what one or more of the characters did as a result of this event.

Event	What character(s) did

Name _____

INSTRUCTIONS: Complete the table by writing the noun or verb for the given word. The first one is done for you.

Noun	Verb
irrigation	irrigate
ditch	
	succeed
	laugh
punch	
confrontation	
fright	
	measure
harassment	
	bleed
hike	
	explode

Losing Grandpa

A Reading A-Z Level 5 Leveled Reader

Word Count: 2,907



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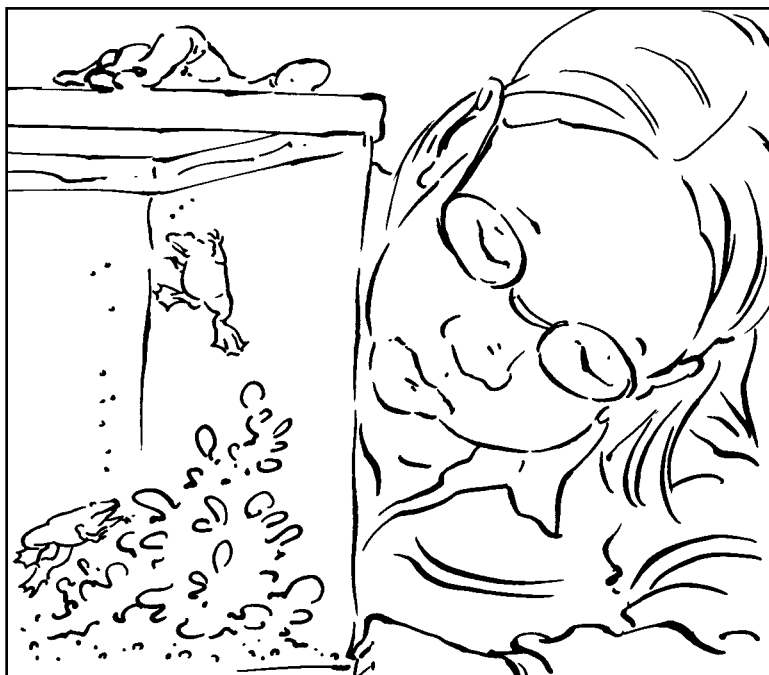
Losing Grandpa



Written by Kira Freed • Illustrated by Anik McGrory

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This book is dedicated to Hannah Silverberg
and to the memory of Lou Silverberg, 1916–1991.

Losing Grandpa
Level S Leveled Reader
© 2002 Learning Page, Inc.
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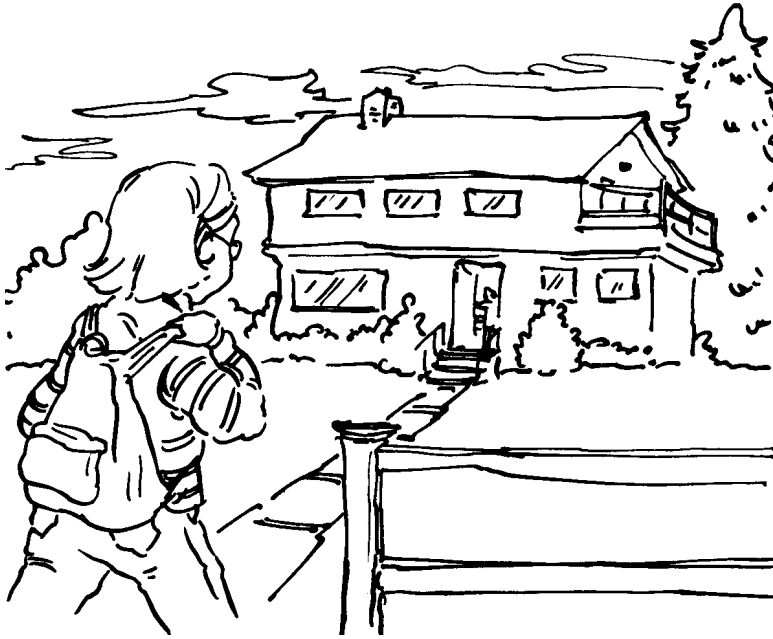
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CHAPTER 1

Where's Mom?

"What are you doing here?" Hannah asked as she walked up the front path to her house. Coming home from school, she saw her Mom's friend, Laura, standing at the door. Hannah's mom's car was gone. "Where's Mom? She's always here when I get home from school."

"Sweetie, something's happened. Why don't you put down your things and we'll talk."

Hannah rushed upstairs with her backpack and then hurried back downstairs. "What happened?"

Laura began. "Honey, your grandpa got very sick today and had to go to the hospital. Your mom went with him to find out what's wrong and stay with him for a while."

"What happened? Is he real sick? Is he going to stay at the hospital?" The questions tumbled out of Hannah's mouth.

"The doctors aren't sure what's wrong with him yet. Your mom promised she'd call soon after you got home from school and let us know if there's any news."





Hannah went to the kitchen to get some juice and a peanut butter cookie. As she nibbled on her cookie, she found herself staring into space. The house just didn't feel the same with Grandpa missing. He had lived with Hannah and her mom ever since Hannah was two. That was eight years ago, and he was as much a part of her life as her mom was.

Hannah and her grandpa were good friends. When she was younger, he used to take her for walks around the neighborhood. He had to walk slowly because he had arthritis in his knees. Walking slowly was fine with Hannah because Grandpa had very long legs, and even with his arthritis she had trouble keeping up with him.

As they walked, Grandpa would make Hannah laugh by inventing silly stories about the people who lived in each of the houses. "Those people in that gray house over there, they have one hundred Bassett hounds. All day they take pictures of themselves with their dogs' ears draped around their heads." Hannah would giggle, imagining people with long, sleek dog ears for hair.





“And that yellow house on the corner—the people who live there think they can fly. Every night after the sun goes down, they open their second-story windows, stand in the moonlight, twirl their arms, and holler for all the world to hear, ‘We’re getting ready to take off—just give us a moment to get our wings warmed up!’” Hannah thought Grandpa was the silliest person on Earth. And in truth, he probably was.

But the thing Hannah loved the most about her grandpa was how he made up different personalities for himself. One day he would be Il Baconi, the Italian swashbuckler. On another day, he would be Harry the Horrible, delighting in zany, ghoulish pranks. Each character had its own unique accent, and sometimes it seemed like the real Grandpa disappeared and the character took over completely. Hannah was never frightened by his antics—she knew he would eventually come back to himself, because he always did. Over the years, they did comedy acts that made them both roar with laughter. Hannah’s mom didn’t always understand what was so silly, but that never mattered, not to Hannah and her special buddy.





CHAPTER 2

Talking with Mom

Hannah was snapped back from her daydream by the sound of the phone ringing. “It’s Mom! I know it is!” she shouted to Laura as she ran to answer the phone.

“Hello, Mom? Is that you?”

“Yes, Hannah Banana, it’s me,” she heard her mom say. “Hannah Banana” had been her mom’s special name for Hannah ever since her birth.

“What happened to Grandpa? Is he going to be okay?”

“Well, Banana, Grandpa got real sick this afternoon. He was walking to the bathroom when he suddenly fell down. He lost consciousness—that means I couldn’t wake him up. I called 9-1-1. The paramedics came right away and took him to the hospital, and I went along. I asked Laura to stay there so you wouldn’t come home to an empty house.”

“But what’s happening with Grandpa? Does he have to stay at the hospital?” Hannah asked impatiently.

Her mom began, with hesitation. “The doctors did some tests on Grandpa, and they found out that he had a stroke. Do you know what that is?”

“I’ve heard of it before, but I don’t really know what it is.”

Hannah’s mom continued, “The blood supply to Grandpa’s brain got blocked, and his brain didn’t get the oxygen it needed.



Without oxygen, the brain gets damaged. That's a pretty serious thing, especially for an older person whose body takes longer to heal."

Hannah burst into tears. "Is Grandpa going to die? I don't want him to die!" she blurted out through her sobs.

Hannah's mom began to cry, too. "Sweetie, I don't want him to die either. We'll just have to hope for the best and send him lots of love."

"Okay," Hannah said quietly. "When will you be home, Mom?"

"I need to wait here at the hospital to talk with one of Grandpa's doctors. They're going to keep Grandpa here for a while, and I need to find out what their plans are for him. I don't think I'll be home until after you're in bed. Laura will give you dinner and help you with your homework. I'll see you in the morning. Will you be okay?"

"I guess so, Mom. I'm just sad. Sad and scared."

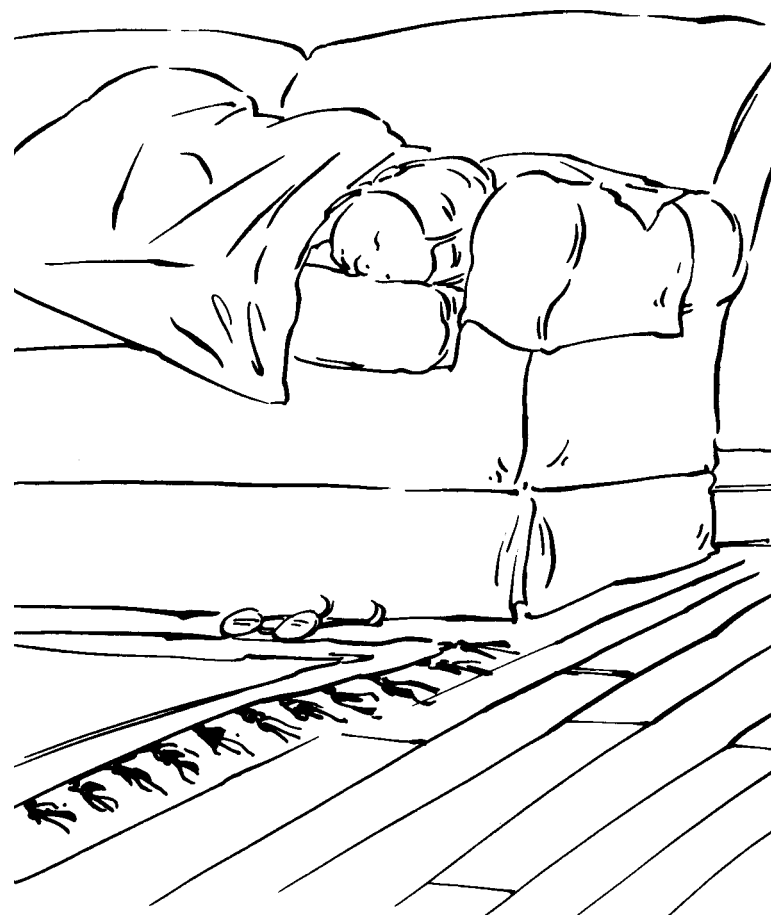
"I know, Banana. Me too. Here's a real big phone hug. Mmmmm! I'll see you soon."

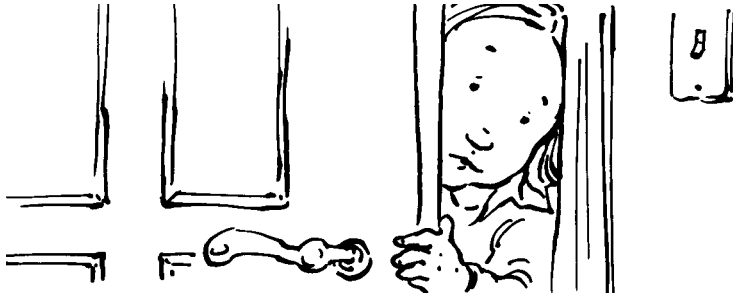
Hannah hung up the phone and flopped in a chair. Laura tried to comfort her, but it was clear Hannah just wanted to be left alone. After a while she went up to her room and lay on her bed. She looked at the picture on her nightstand of Grandpa and herself feeding seagulls. Their time together at the beach the year before was one of her most special memories. She started crying when she thought of never getting to play with him again.



Hannah went over to her tank of albino clawed frogs and watched them drift lazily underwater. She had had many frogs over the years, and some of them had died. She knew about death when it came to pets, and she knew that people died as well. Her best friend's mom had died in a car accident two years earlier. Hannah had tried to help her friend with the sadness, but it was just too big. And the thought of losing Grandpa was so much bigger even than that.

Hannah decided to put away the thought. She ate a quick dinner of leftover pizza, did the little bit of math homework she had, and spent the rest of the evening watching television. She fell asleep on the couch, and Laura covered her with a blanket and let her sleep.





CHAPTER 3

Morning Comes

The bright morning light hit Hannah's face just after 6 o'clock. She didn't need to be up yet, but the living room was much lighter than her bedroom, and she couldn't go back to sleep once the light awakened her. She drifted lazily in and out of sleep for ten minutes, and then she remembered: Grandpa's very sick, and Mom came home late last night. Hannah sat up suddenly and darted for her mom's bedroom.

Her mom was awake too, thinking about Grandpa. When Hannah peeked in the bedroom door, her mom said, "Come on in, Banana-girl. Why don't you crawl in bed with me for a little while and we'll have a little snuggle time?"

That sounded really good to Hannah. She crawled in beside her mom and nestled into her mom's morning warmth. She savored a few moments of closeness with her mom before asking the question most on her mind. "How's Grandpa doing?"

"Well, sweetie, I'm afraid the news isn't so good. They did a lot of tests on him and determined that he had a pretty serious stroke. He's in a coma now, which is kind of like a very deep sleep. It's what sometimes happens when a person has been through something traumatic."

"Is he going to wake up?" Hannah asked hesitantly.



Her mom took her time in answering. She was torn between wanting to protect her daughter from suffering and wanting to help her daughter learn how to face difficult things in life head-on. Finally she took a deep breath and said, "The doctors don't know if he's going to wake up, but it doesn't look good." Tears began spilling down her cheeks. When Hannah saw her mom crying, she felt more freedom to feel her own sadness. She held tight to her mom and let the sadness fill her up.

Hannah's mom held her close and let her cry for several minutes. When she sensed that Hannah was calmer, she said, "Hannah Banana, how about if you stay home from school today and we go visit Grandpa in the hospital? Last night I told the doctor about how close you and Grandpa are, and he gave permission for you to come to the hospital with me. They usually don't allow children into the intensive care unit, but they made an exception for you. We can sit with Grandpa for a while and talk to him."

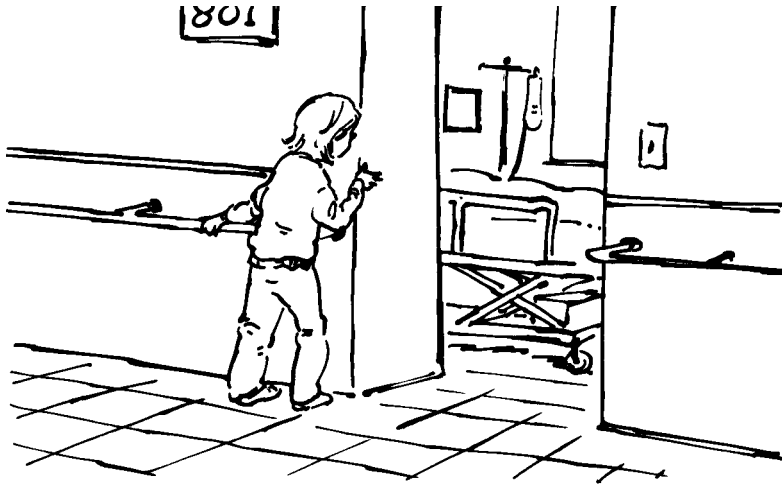
"But he's in a coma—he won't be able to hear us."

"Well, a lot of doctors believe that some people in comas can hear what is said to them. And even if Grandpa can't hear with his ears, I'm sure he can hear with his heart. And I think it will be good for you and me, too. We can tell him how much we love him and talk about all the things we've enjoyed doing with him over the years. Maybe talking with him will help us feel closer to him."

"Does Grandpa look scary?"

"He pretty much just looks like he's sleeping. A little different, but he's still your wonderful Grandpa who loves you. So what do you say, should we have some breakfast and go visit him?"

"Yeah, let's go see him."



CHAPTER 4

To the Hospital

After a quick breakfast, Hannah and her mom got dressed and drove to the hospital. They asked at the front desk where to find Grandpa, and then took the elevator up to the eighth floor. Hannah had never been to a hospital before and didn't like the smell of medicine that seemed to fill the air. She peeked in a few rooms as they walked down the hall and saw patients hooked up to all sorts of machines, surrounded by people with worried looks on their faces. This made her even more eager to get to Grandpa's room fast.

When they got to Room 824, Hannah hesitated. She was afraid to see her beloved Grandpa so sick, yet she felt a strong yearning to be close to him. She held back for a moment, taking in the reality of him being in a coma, and then rushed to his side. "Is it okay to hold his hand, Mom?"

"Sure, sweetie. Just be careful that you don't bump any tubes or equipment."

Hannah took his big, square hand in hers and felt the familiar warmth that had given her such comfort for many years. "Hi, Grandpa," she whispered. "It's Hannah. I came to visit you and tell you that I love you and want you to get better."

Hannah's mom stood back, letting Hannah have private time with Grandpa. She was so grateful that the two of them had developed such a close relationship. It had helped to make up for the fact that Hannah's dad had left soon after Hannah was born. After Grandpa came to live with them, their lives seemed to grow calmer with his presence.



"Hannah, do you want to tell Grandpa what you love about him?"

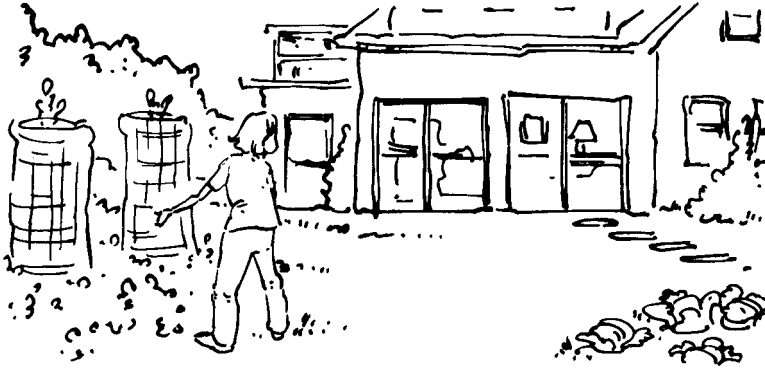
"Sure. Grandpa, I love your fuzzy white beard that you always insist is black. And I love all those people you pretend to be and the accents you make up, and the stories you invent about people you don't know. And you make the best scrambled eggs in the world. And I love how you can fix everything that gets broken. But my very favorite thing is when we go walking in the woods and you teach me about rivers and birds and flowers and stars and moons."

Tears came to Hannah's eyes as she remembered all the wonderful times she had had with Grandpa. "Please don't die. I love you so, so much." She sat quietly for several moments, just holding his hand.

When Hannah was finished, she got up and said, "Mom, why don't you talk to him now?" Hannah went around to the other side of the bed and held Grandpa's other hand while her mom talked to him. After a few moments, her mom got up and went to find Grandpa's doctor to ask some questions. While she was gone, Hannah sat holding and stroking Grandpa's hand. Even though he couldn't talk, just touching him was a comfort to Hannah. She knew she might not be able to for much longer, so she soaked up the time with him while she could.

When Hannah's mom returned, she said, "Okay, Banana, it's time for us to go. Say goodbye to Grandpa for now."

Hannah leaned over and kissed Grandpa on the forehead. "See you later, Il Baconi. Please get better. I love you."



CHAPTER 5

The Phone Call

Later that afternoon, Hannah and her mom were looking over the vegetables in their garden when the phone rang. Hannah's mom went inside to answer it. She was gone long enough that Hannah began to wonder what was going on. She went inside and found her mom sitting on the couch with tears streaming down her face.

"That was a call from the hospital, Banana," Hannah's mom said through her tears. "Come here and sit with me, sweetie."

"What happened, Mom?" Hannah didn't want to hear, but she couldn't help but ask.

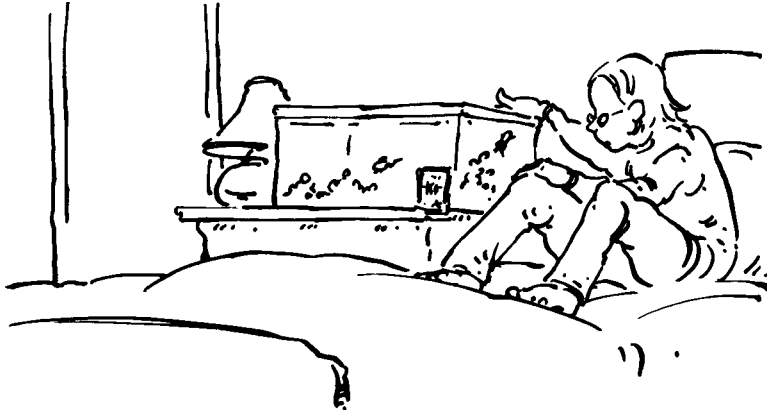
"Grandpa's heartbeat became irregular a little while ago, and some doctors and nurses rushed in to try to help him. They did everything they could . . ." Hannah's mom paused to take a deep breath and calm herself for what came next. "But they couldn't save him. Grandpa died."

Hannah burst into tears, and the two of them just sat and cried for a long time, holding onto each other. Hannah wasn't thinking about anything—her mind just went blank, and her tears were a huge river roaring through her heart.

After a long time and many tears, Hannah's mom said, "I'm sure glad we got to see him this morning."

"Yeah, me too," Hannah said. "Do you think he could hear us talking to him?"

"Yes, Banana, I do. I don't know what happens to people after they die, but I do know that it's important for them to feel loved at the end of their lives. I'm sure that Grandpa felt deeply loved by both of us."



The next few days were a whirlwind of relatives and friends bringing food and keeping Hannah and her mom company. Laura stayed at their house most of the time, helping Hannah's mom make decisions about the funeral and just being there for comfort and support.

Hannah spent a lot of time in her room, drawing or talking to her frogs. She wanted to be alone much of the time, and her mom knew that was okay. She knew Hannah needed time to feel her feelings, and to not always be distracted from that. She trusted that Hannah would heal over time from this deep sadness, although there would always be an emptiness inside her from losing her sweet Grandpa.

When the time came for the funeral, Hannah didn't want to go. She didn't want to be reminded yet again that he had died. Her mom understood that Hannah was just very, very sad, but she knew that it was important for Hannah to go. The funeral was an opportunity for Hannah to say goodbye to him and to feel supported by other people who also had loved him.

Hannah snuggled up to her mom during the funeral and listened while many family members and friends took turns talking about what Grandpa had meant to them. Hannah never before thought about the rest of Grandpa's life—she had only thought about *her* relationship with him. Suddenly she felt a part of a great circle of people who all loved him, and she didn't feel so alone in her sadness.



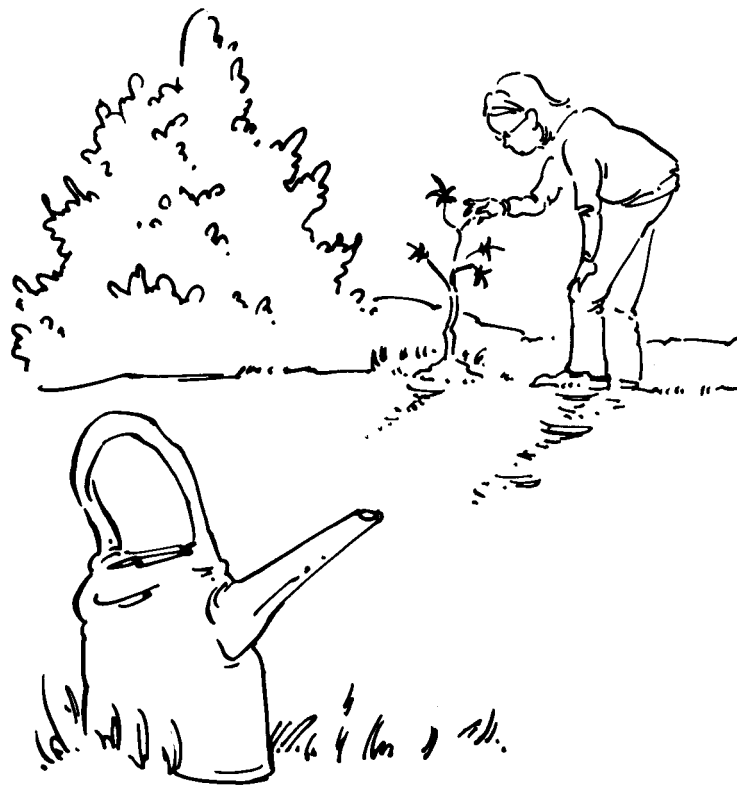
CHAPTER 6

Starting to Heal

Two weeks after the funeral, Hannah and her mom went to a plant nursery and bought a small Japanese maple tree, which had been Grandpa's favorite kind of tree. They decided to plant it in the back yard in a spot where they could see it from the window of the family room. While they were planting it, they talked about what a wonderful man Grandpa had been and how blessed they were to have so much special time with him.

After the tree was in the ground, Hannah petted it gently and said to her mom, "Now whenever I look at this tree, it'll remind me of Grandpa. It'll almost be like he's still with us."

Hannah's mom felt a warm glow inside. She knew in her heart that Grandpa would indeed always be with them. When you love someone deeply, the love stays with you forever.



Name _____

INSTRUCTIONS: Complete the chart.

Event	What Hannah Does	What I would Do
Laura tells Hannah her grandpa is ill in the hospital.		
Hannah's mother phones from the hospital.		
Hannah goes to the hospital to visit her grandpa.		
Hannah's grandpa dies.		

Name _____

INSTRUCTIONS: Read the following sentences. Then add commas to punctuate them correctly.

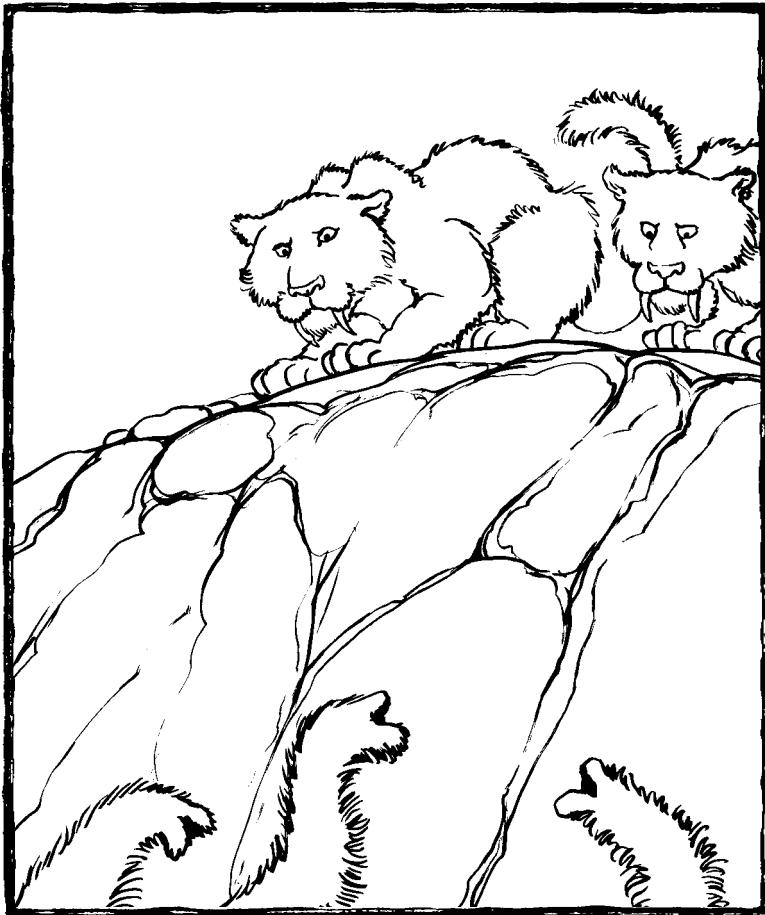
1. “Yes Hannah Banana it’s me” she heard her mom say.
2. He’s in a coma now which is kind of a deep sleep.
3. When she sensed that Hannah was calmer she said “Hannah Banana how about you stay home from school today?”
4. “Yeah lets go and see him.”
5. Come here and sit with me sweetie.
6. Two weeks after the funeral Hannah and her mom went to a plant nursery and bought a small Japanese maple tree which had been Grandpa’s favorite kind of tree.



Woolly and Fang

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Word Count: 1,792



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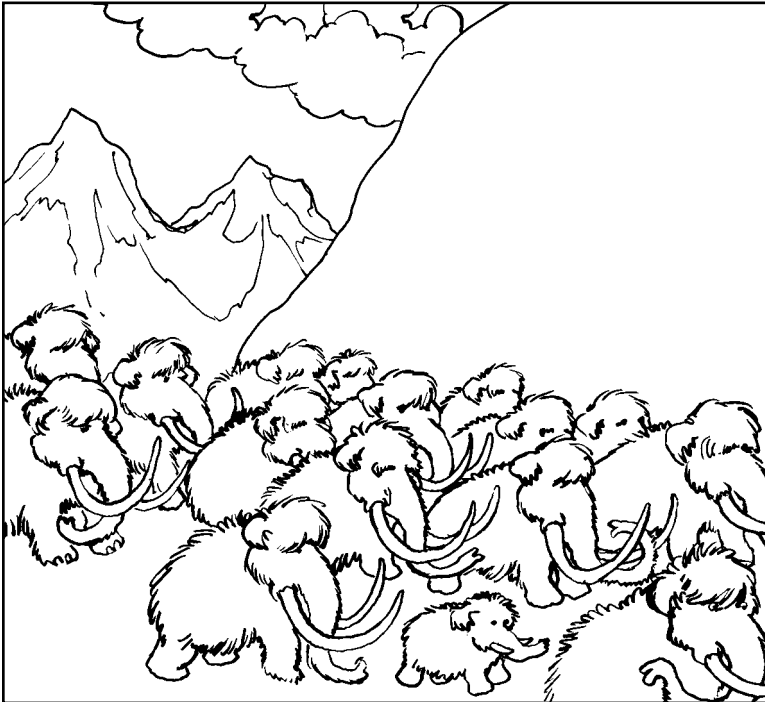
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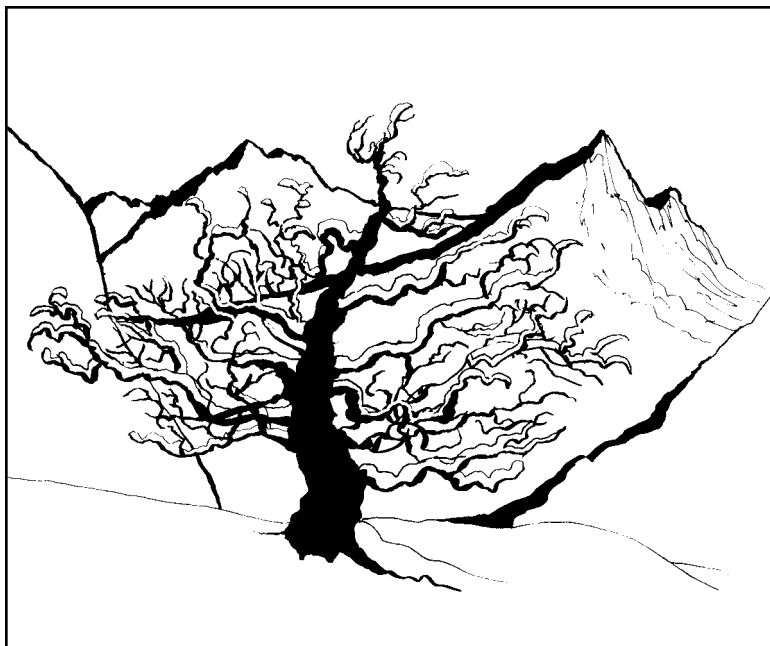
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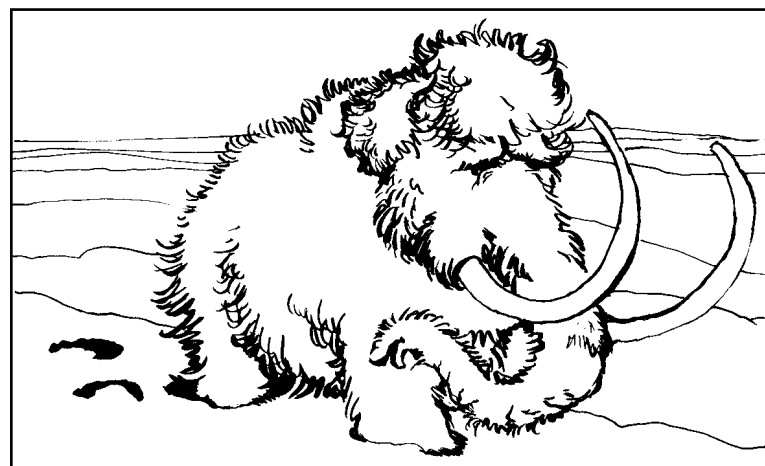
Millions of years ago the earth was always warm.

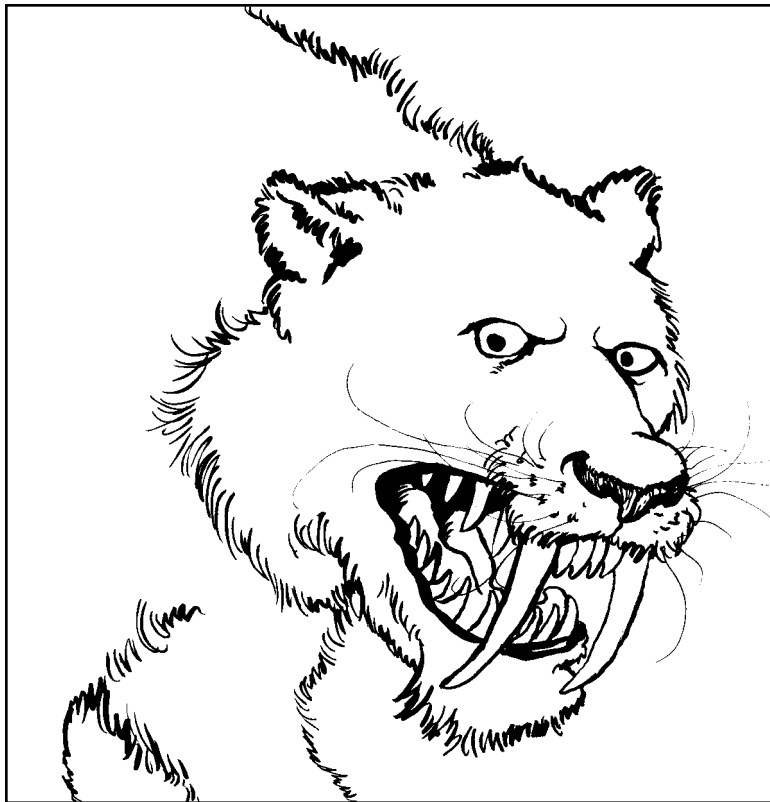
All creatures, dinosaurs and others, that roamed the earth enjoyed good lives.

And then, the earth became bitterly cold. Lakes and rivers froze solid. The snow began to fall and became so deep that it compacted, turning into massive frozen mountains called glaciers. These glaciers continued to grow and grow, and soon the earth was nearly completely covered in ice.

A winter's chill, like no other, draped the earth in icy wonder. Crystalline snow blanketed the earth. It was like a white rose—beautiful, but with bitterly long, cold thorns. It was the coming of the Ice Age.

The dinosaurs and other creatures were unable to survive the sharp thorns of the Ice Age. But some creatures did survive. There were great bears with thick layers of fat and heavy coats of fur. There were woolly mammoths, elephant-like creatures, covered in long, thick hair. Their tusks were long and curved, well-suited to move chunks of ice and snow as they searched for grasses beneath the frozen snow and ice.

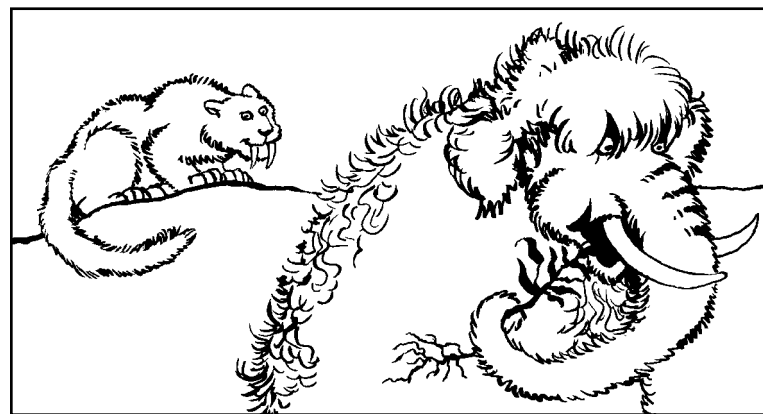


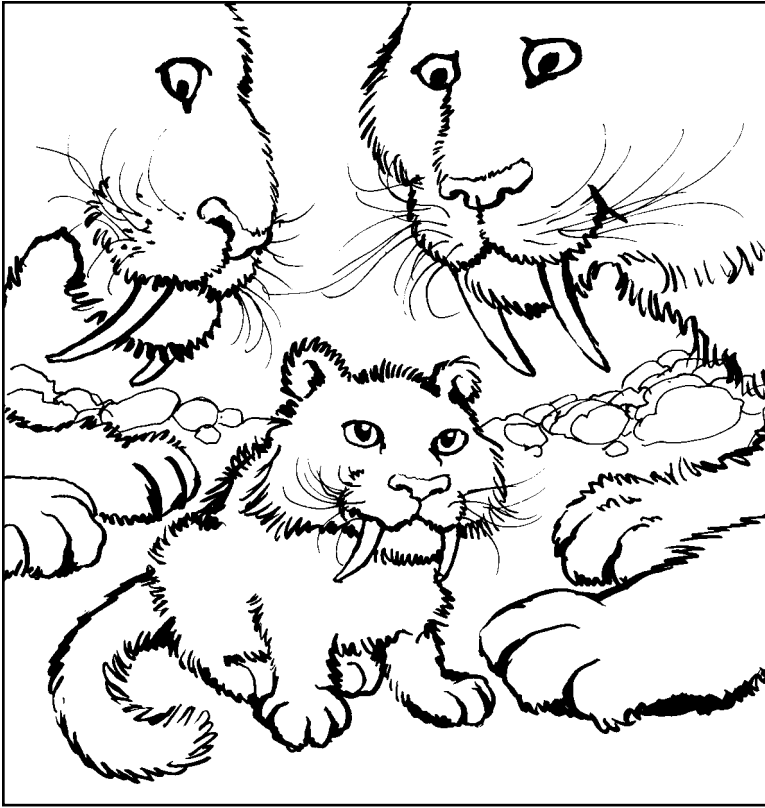


Here, too, were the mighty saber-toothed tigers—heavy of coat, and strong of limb. They were called saber-toothed because their two upper fangs were curved like a sword or saber. They were hunters who preyed upon those creatures that lived on the edge of the glaciers. They ate anything and everything that they could catch. One of their favorite foods was the woolly mammoth.

Now, the mammoth may have been the tigers' favorite food, but it was also the most dangerous. For, you see, the mammoths were just that, mammoth. They were big and had thick hides covered by long, woolly coats. Some of them weighed over a ton, and could easily step on a saber-toothed tiger. More importantly, if a mammoth was mad, its long, curled tusks could be great weapons.

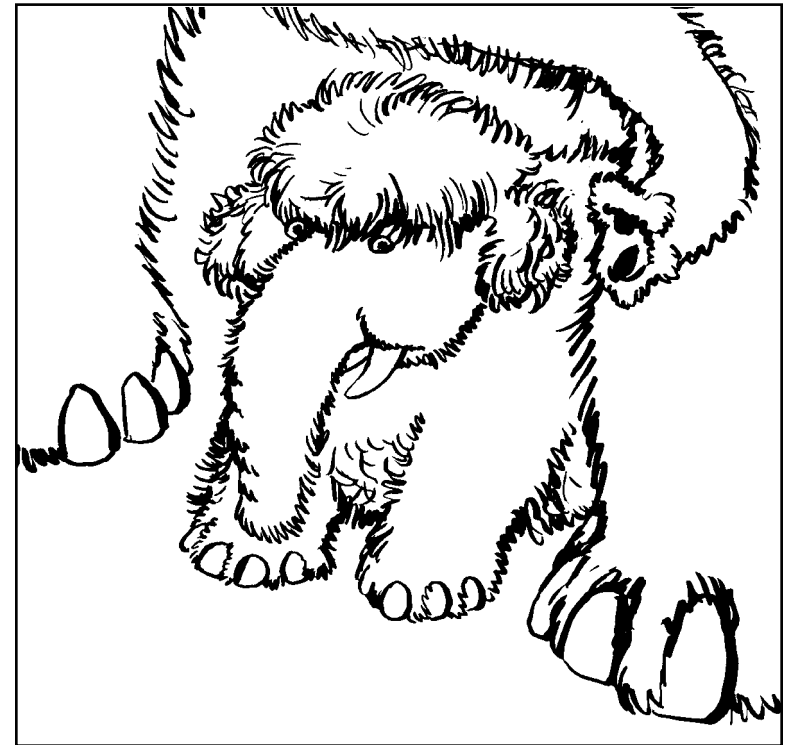
The saber-toothed tigers contented themselves with snacking on the smaller creatures that lived on and around the blue-ice glacier. Still, they looked for any opportunity to have a big woolly mammoth meal. They watched for the old, the injured, and, a special delicacy, the baby mammoth.

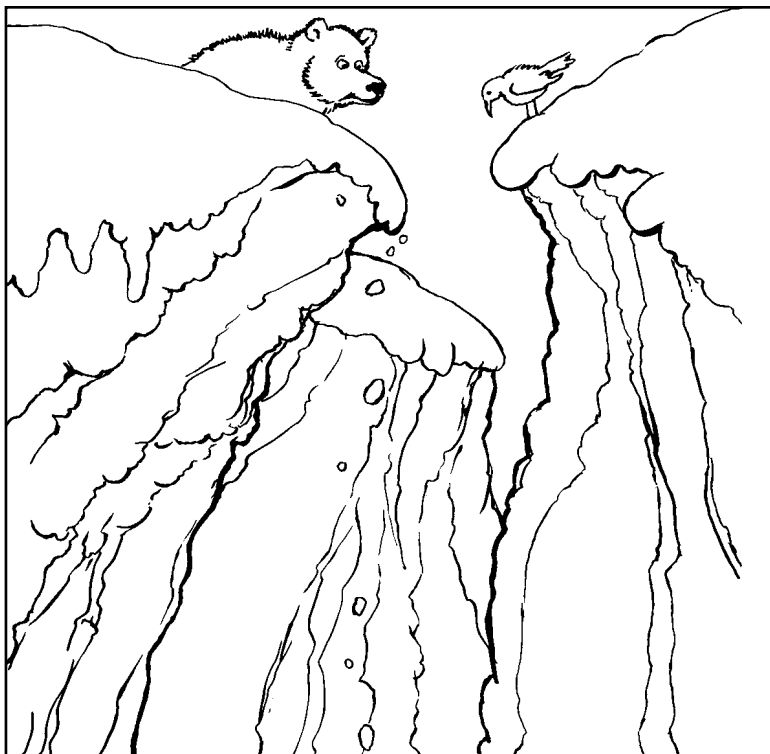




One blustery cold day, colder than most others, a baby saber-toothed tiger was born in a snow cave near the heart of a blue-ice glacier. His coat was thick, and he had two large eyes. For the most part he looked like any other saber-toothed tiger. But he had two of the longest saber teeth that you have ever seen. Proudly, his mother and his father named him Fang.

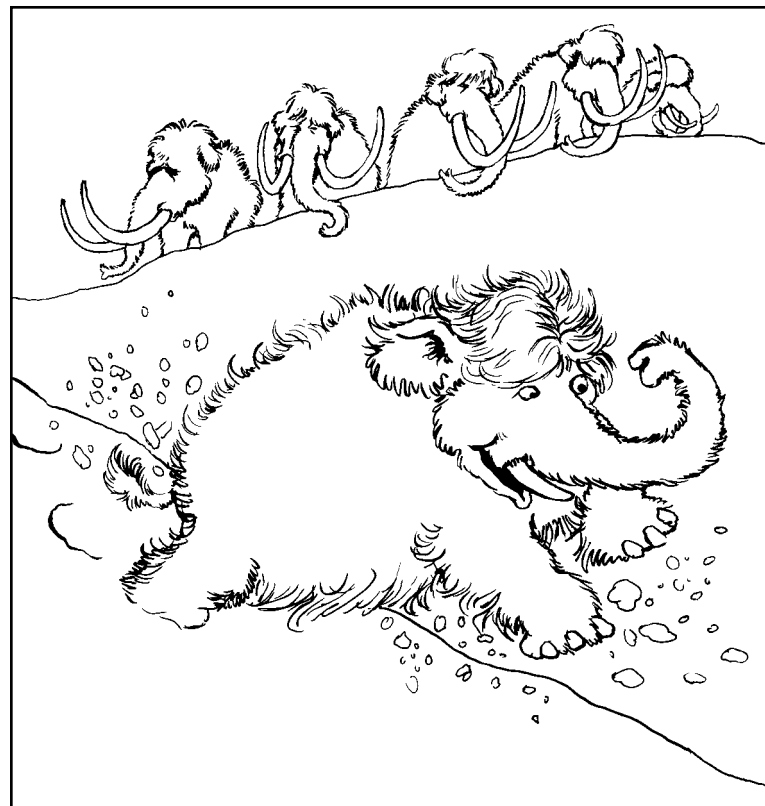
Coincidentally, not far away, in a snowfield on the other side of the blue-ice glacier, a mother mammoth gave birth to a new calf. The calf's tusks, though tiny, showed great promise for curve and length. His ears and trunk were short, but that was to be expected. The hair that covered his body was long and thick. Truly, this mammoth would be warm on the coldest of days. His parents named him Woolly.



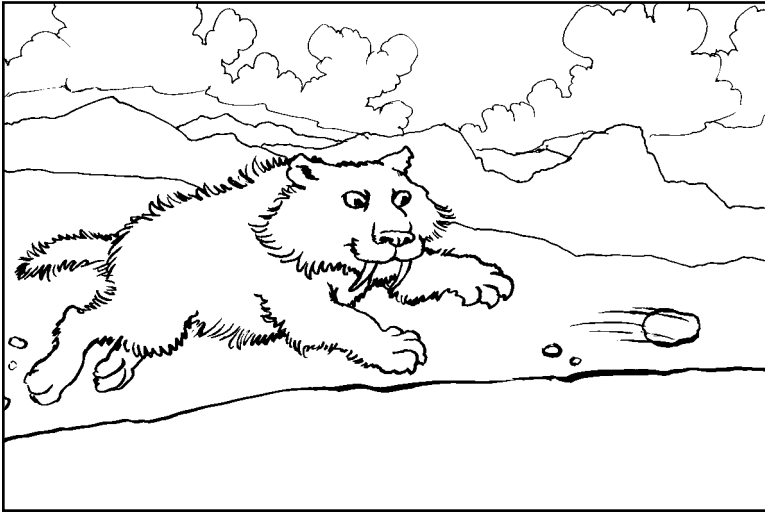


Life was very hard during this time of icy cold. There was danger everywhere on and around the glacier. There were deep crevasses hidden by thin layers of delicate snow that formed false bridges. Should you choose to walk across one of these bridges, your choice could be very wrong. The bridge of snow could collapse, and you would fall to the bottom of a deep crevasse with sheer walls of ice that could not be climbed.

Fang and Woolly grew and, although surrounded by danger, they filled their lives with adventure. They were young and full of life, and every day was a new experience. And so they grew. Woolly would charge through the drifts of snow that blanketed the snowfields, exploding out on the other side. He played and played but always under the watchful eyes of the entire herd of mammoths.

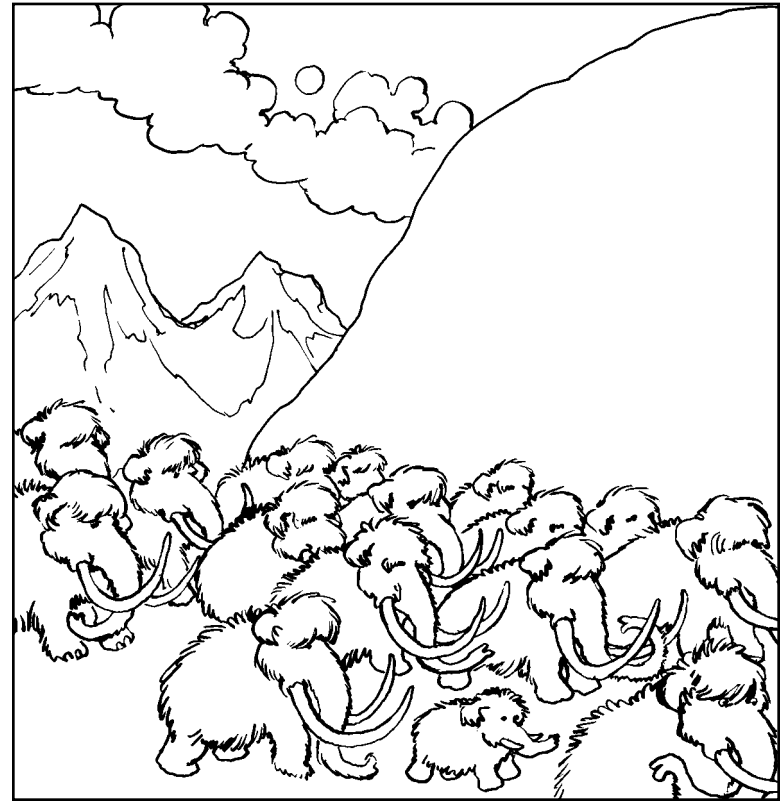


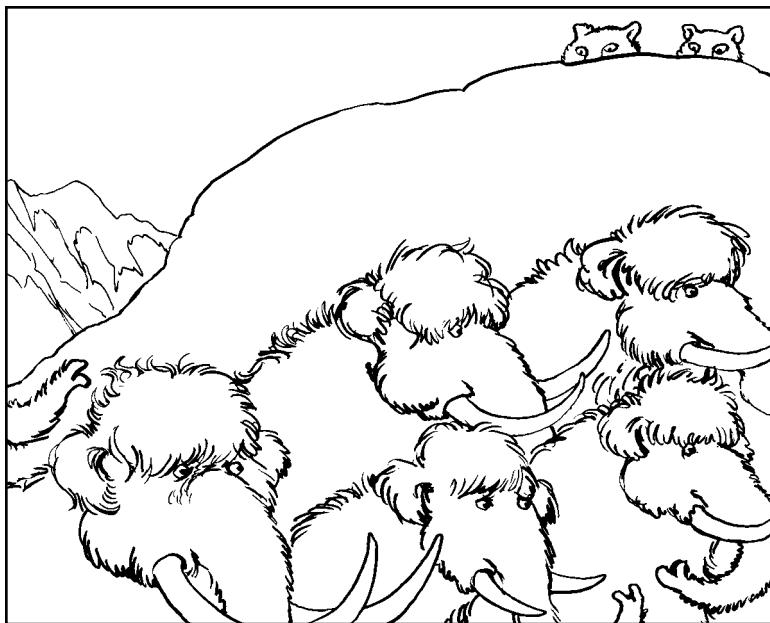
Fang lived inside the ice cave and only ventured out onto the slippery surface when his parents were there to watch over him. There he would scamper and skid, chasing after a ball of hard-packed snow or stalking the shadows of his parents as they walked the ridge.



The saber-toothed tigers always looked toward the snowfield and the herd of mammoths. Food was scarce on the glacier, and the thought of the meal below kept them on the prowl. They would crouch behind boulders above the field and wait for an opportunity, a chance that never seemed to come.

If it was possible, it seemed to be getting even colder around the blue-ice glacier. Even the hardy grasses that grew beneath the snow had become scarce. The herd had moved the snow in the field from over the grass, and there was nothing left to eat. So it came to be that the mammoths had to move away from the glacier. They began a migration toward the south to find warmth and food.

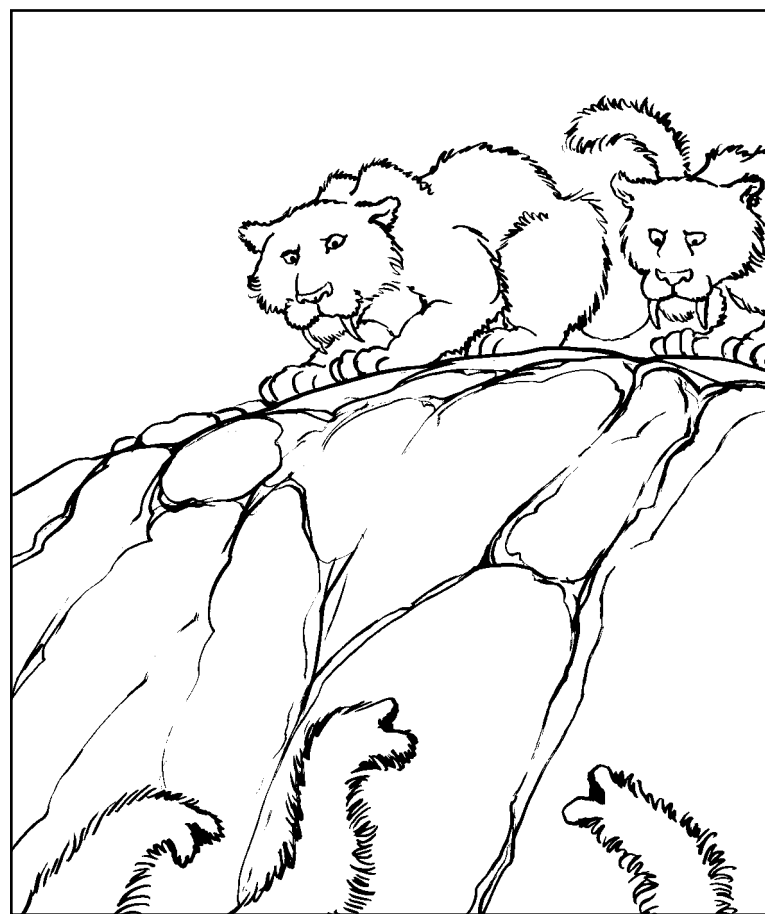


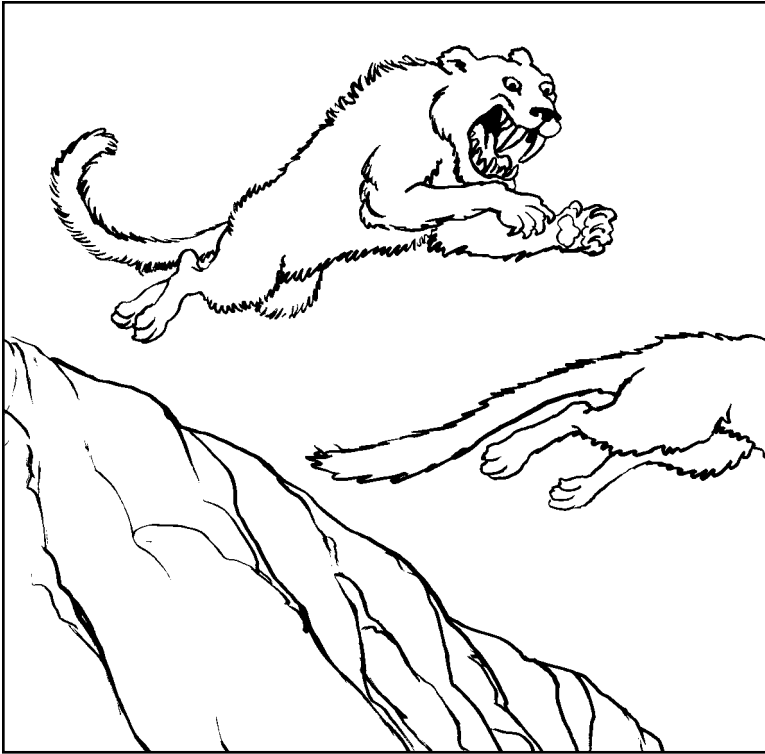


The glacier formed a mighty U around the snowfield. The fastest way to the south would force the mammoths to climb up and over a steep, narrow section of massive ice. Because of the cold and lack of food, it was a risk they had to take.

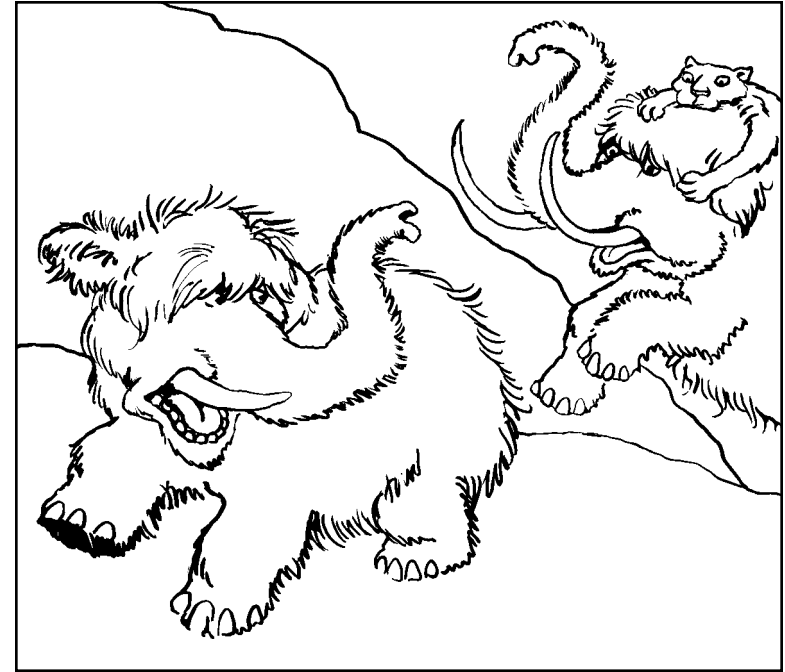
Woolly, being the youngest, was placed in the middle of the herd. The snow was deep, but the mammoths' feet trampled the snow into a packed path, making the going easy for Woolly. Together, as one, they moved up from the snowfield and onto the blue-ice glacier.

As they started down the other side, they realized there was something watching from the ice cliffs above. The scent of the saber-toothed tiger was heavy in the air. The mammoths in the lead began swinging their massive tusks from side to side while trumpeting a challenge to the hunters above.





But food had been very scarce for the saber-toothed tigers, and they knew that their only source of food was migrating. With a roar that shattered the stillness of the day, they attacked. They leaped from the rocks hoping to frighten the herd into scattering to make the weak more vulnerable. The weakest—the meal they sought—was in the middle. It was a small mammoth named Woolly.



As one the herd began to run, Woolly stumbling along, his ears extended in fear. The large cats charged, leaping onto the back of one of the older females at the back of the running herd. She bellowed in anger and pain, pulling from the safety of the herd. Woolly knew that voice. It was his mother!

He turned toward the sound and ran out of the safety of the herd, just as the group thundered across a snow bridge above a deep crevasse.

Meanwhile, Woolly's mother, as strong as strong could be, shook and rolled her shoulders to free herself from the clinging beasts. But the tigers had teeth and claws buried in her thick hide, and they were not easily thrown.

No one knows who would have won the battle between the tigers and the mammoth cow. For at that moment, Woolly raced back up the packed snow trail, his tiny curved tusks raised for battle.

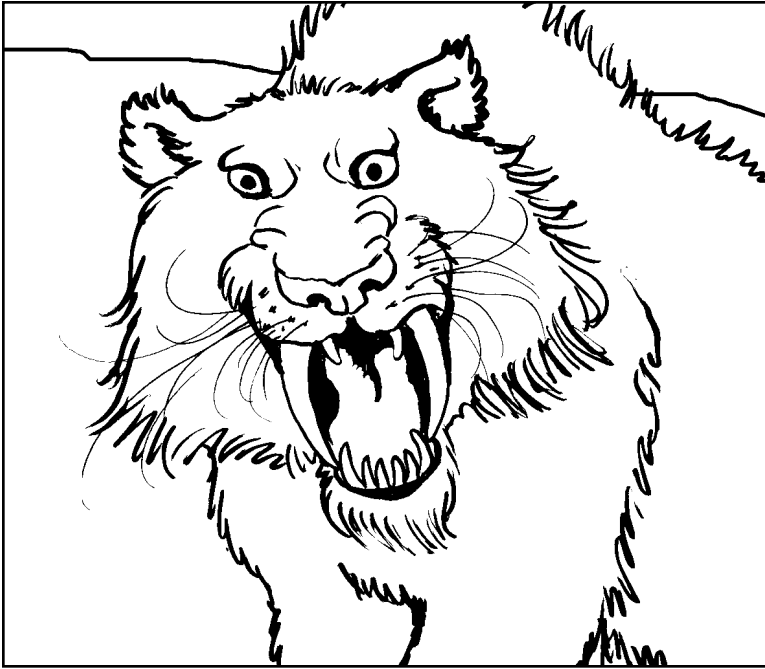


The saber-toothed tigers had what they wanted! The weakest was now isolated from the herd. They leaped from the female's back and crouched facing the charging calf.

Woolly's mother, not realizing what was happening, stood there dazed.

Woolly continued his charge. The male saber-toothed tiger stood his ground, and then slipped to the side, allowing Woolly to continue his charge toward the female cat. Now they had him trapped between the two of them. This would be an easy kill.



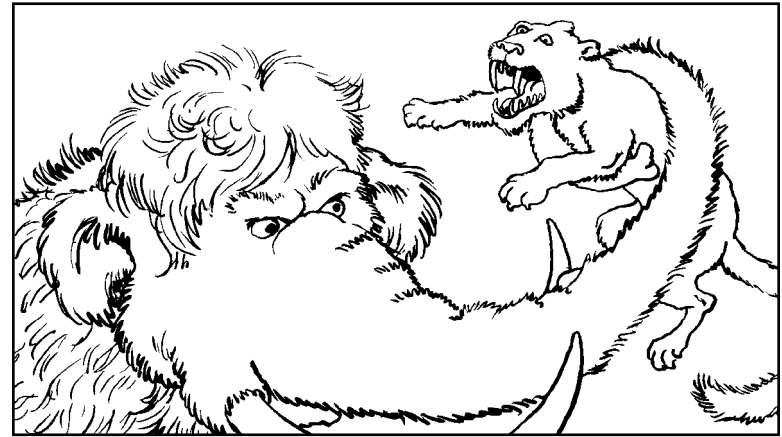


The large female cat hissed and hunched her massive back, the coarse hair bristling. Her mouth was open wide, exposing the lower, razor-sharp teeth. Her long fangs curved down from above. Woolly skidded to a stop. He turned to run, only to face the male, who was crouching behind, waiting to attack.

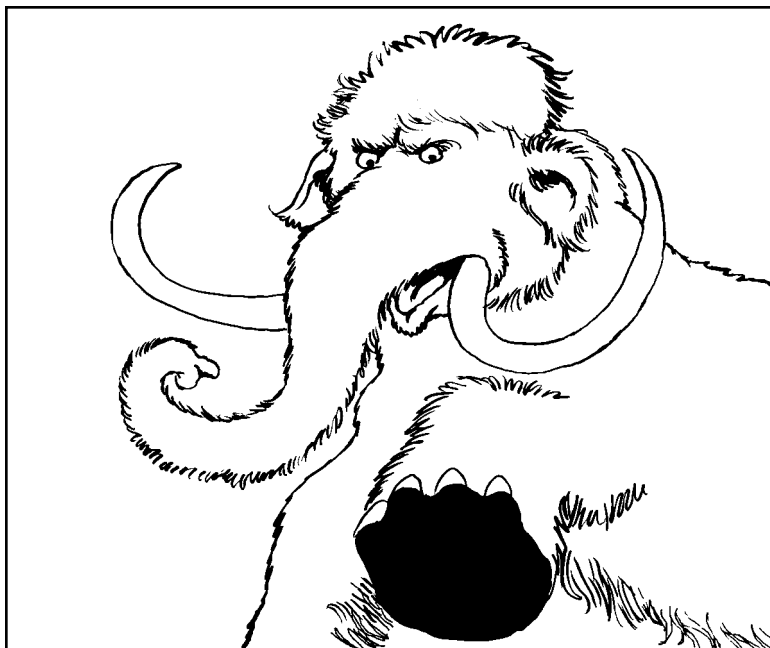
Woolly was trapped. Fear overcame him, and he stood there frozen still. His trunk swiped back and forth in the snow, matching the angry snaps of the cats' tails.

Then, just as all seemed lost, all was saved.

The ice shook with the thundering feet of Woolly's mother. She had shaken off the pain of her wounds, and the attacked became the attacker.

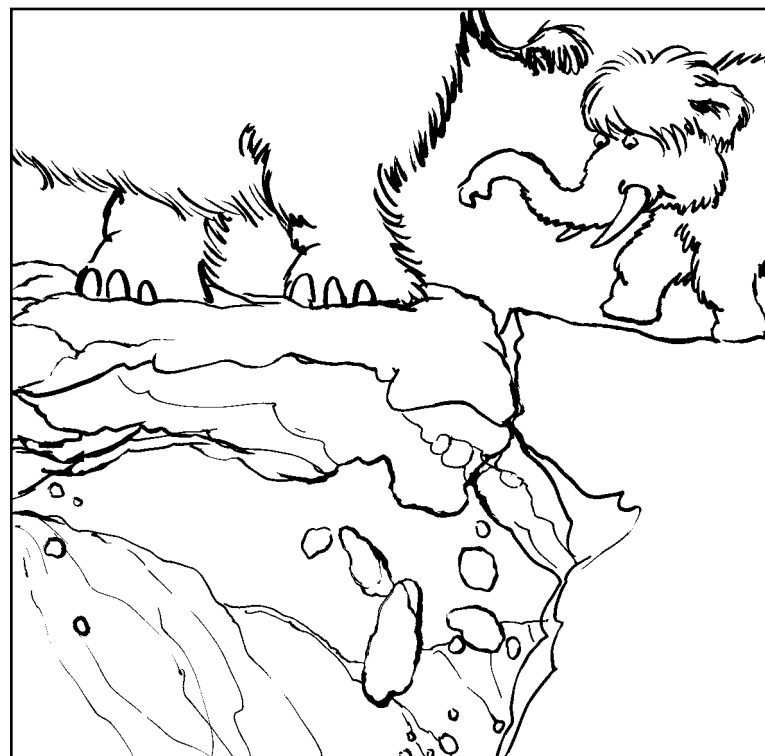


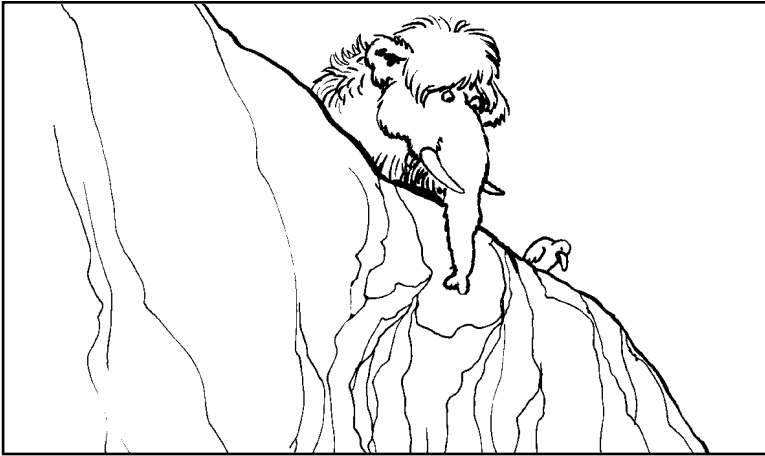
With her trunk, she grabbed the female saber-toothed tiger from behind and lifted her high in the air. Then, with a twist of her mighty head, she dashed the cat onto the ice. One thunderous step and the tiger was dead. She quickly turned her attention to the larger male saber-toothed tiger, who had swung at Woolly with his massive clawed paw. Woolly had backed away just in time, but his side had been raked with the jagged claws.



Woolly's mother lowered her massive, high-domed skull and charged. The saber-toothed tiger, focusing only on the meal at hand, never saw her coming. Her head smashed into his side, just as he attempted to finish Woolly off. Using all of her massive weight, she pressed down on the saber-toothed tiger, and instantly he, too, was dead. Blood dripping down her side from the wounds on her back, she turned to see if there were more. But there was nothing there, except for a small, frightened mammoth calf.

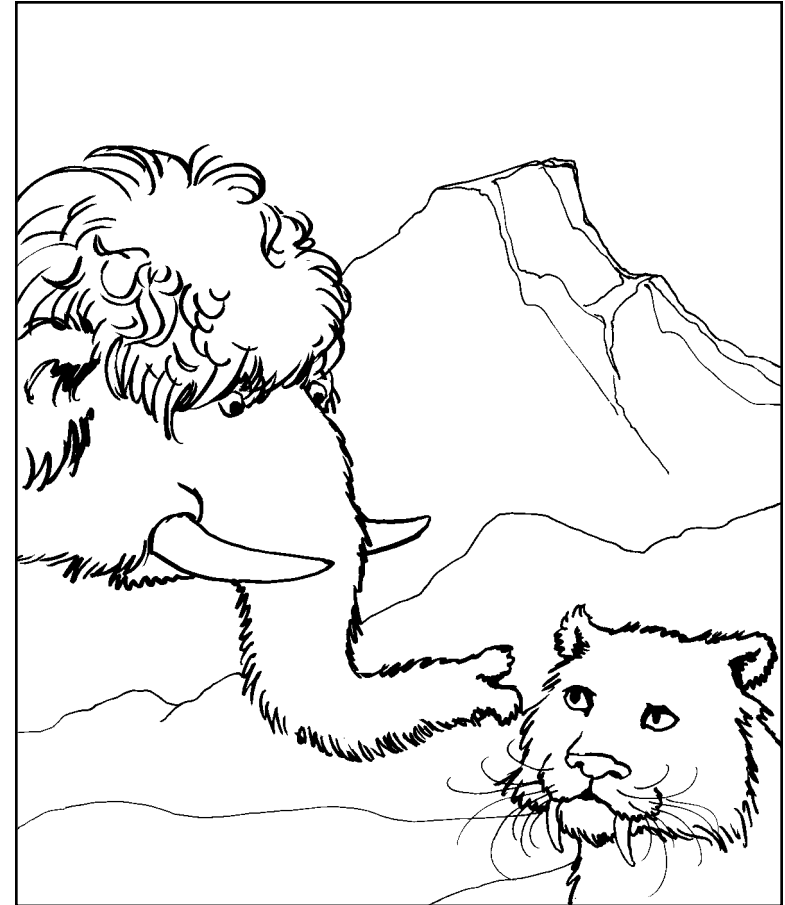
Time was running out. Urging Woolly to follow, she hurried back down the snow-packed trail to the narrow ice bridge across the crevasse. She started across, with Woolly following. The snow bridge, weakened by the herd that had gone before, began to crumble. Chunks of snow and ice broke away as the bridge slowly collapsed. Woolly stopped at the last possible moment, stepping back onto the solid ice of the glacier.





With a gasp, he watched as his mother fell from the bridge into the seemingly bottomless chasm. His heart pounded, and large tears formed and froze in the corners of his eyes. His mother was gone! Worse than worse, he was trapped on the glacier, and the herd was on the other side, fading from view. He trumpeted a long, lonely tone that echoed down into the chasm. And then, there was only silence.

Woolly's call did not go unheard. For in an ice-cave not far away, a young saber-toothed tiger first heard the blood call of his parents, and then, last, the haunting farewell from the young calf.



Now, the ending of this story is up to you. What happens next to these two young creatures trapped in isolation on the blue-ice glacier? What do they do for food? What does Woolly do for shelter? Does the hunter become the hunted? Just how will it end? The author would like to know what you think and why.

Name _____

INSTRUCTIONS: Fill in the flow chart with information from the story.

Where did the story happen?	What happened?
When?	
Beginning	
Middle	
End	
What will happen next?	What did you learn?

Reading a-z

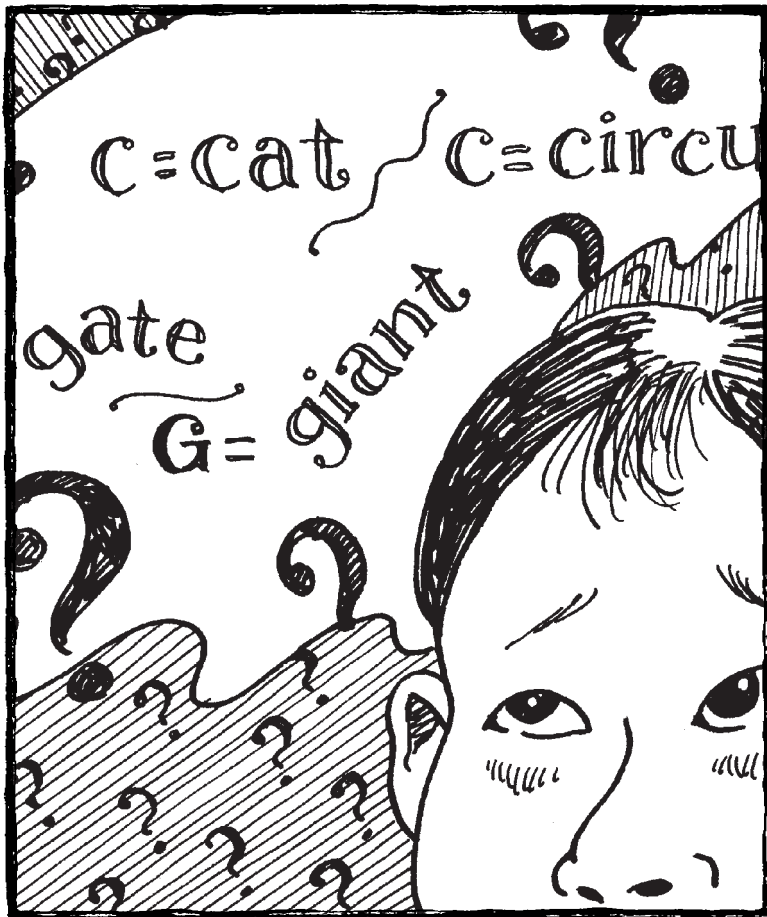
Adjectives	Synonyms
massive	huge

SKILL: ADJECTIVE SYNONYMS

The Trouble with English

A Reading A-Z Level S Leveled Reader

Word Count: 1,617

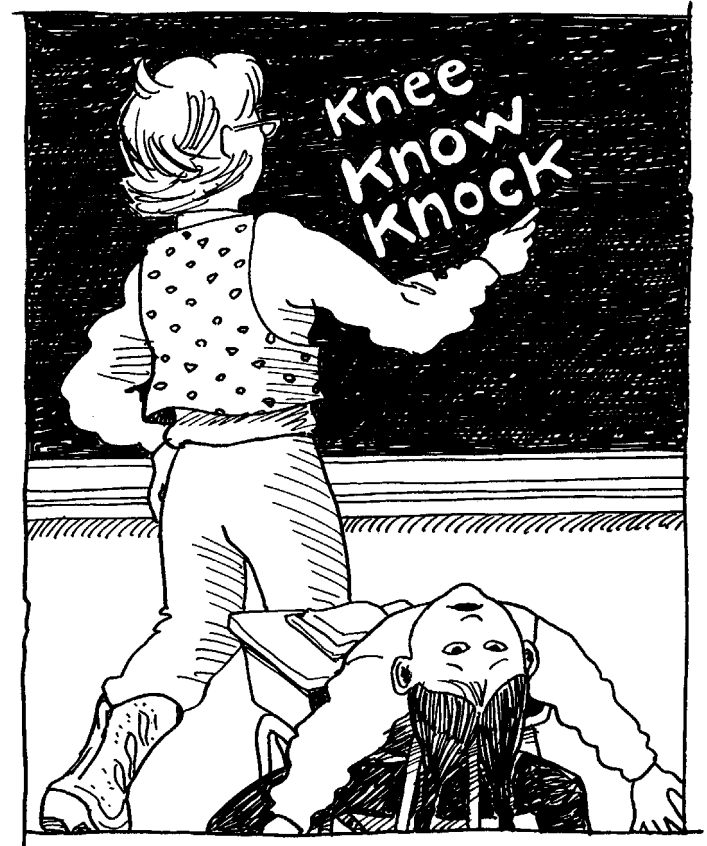


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The Trouble with English



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Level S Leveled Reader
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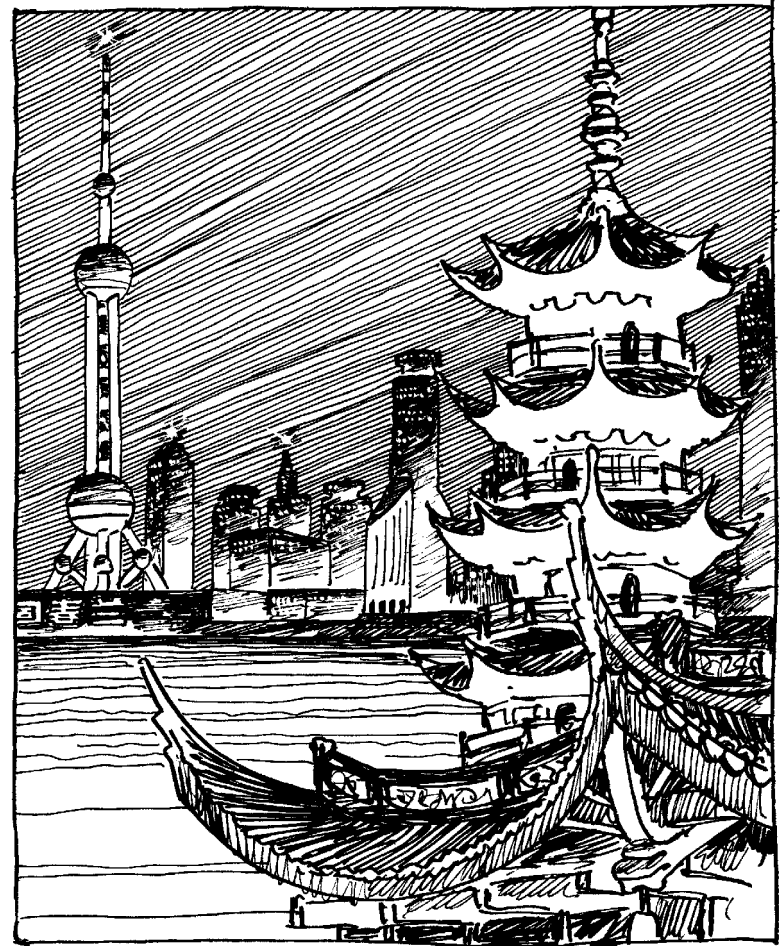




A New Country

My name is Ting Yao and I have been living in my new country for a little over two years now. I am nine years old, and I came here with my mom, dad, and little brother from Shanghai, China. It wasn't easy leaving behind my friends and all the things that I was familiar with. In fact, it was incredibly difficult.

Shanghai is the biggest city in China. It is both very modern and very old. It has many small and ancient buildings sandwiched between sparkling new buildings that reach high into the sky. At night, they light up like giant Christmas trees.





I loved the busy streets with all the people scurrying here and there. I loved the smell of fresh-cooked food prepared by the sidewalk food vendors. They were everywhere. It was a city full of interesting smells. It was a city of many sights and sounds. It was a city full of energy. It was exciting.

I love my new country even though I still miss my friends, the games we used to play, and the foods I loved to eat. I especially miss the salted dried plums. They were my favorite snack food. A mixture of sweetness and saltiness. They were much better than the sweet candy and chocolate eaten by my friends here in my new country.





A New Language

But what I don't like about my new country is learning a new language, especially English. Everyone told me that English would be hard to learn but, for some reason, I refused to believe them. Besides, I had learned to speak Mandarin, and it is a hard language. I didn't think English could be any harder. But I soon learned that I was wrong and that they were right. English is hard. Sometimes it just doesn't make sense.

You can't imagine what it is like to live in a new land where everyone speaks a language you don't understand. I have yet to meet a single kid who speaks Mandarin. I wonder if dogs feel the same way when they are around a bunch of humans who don't speak dog.

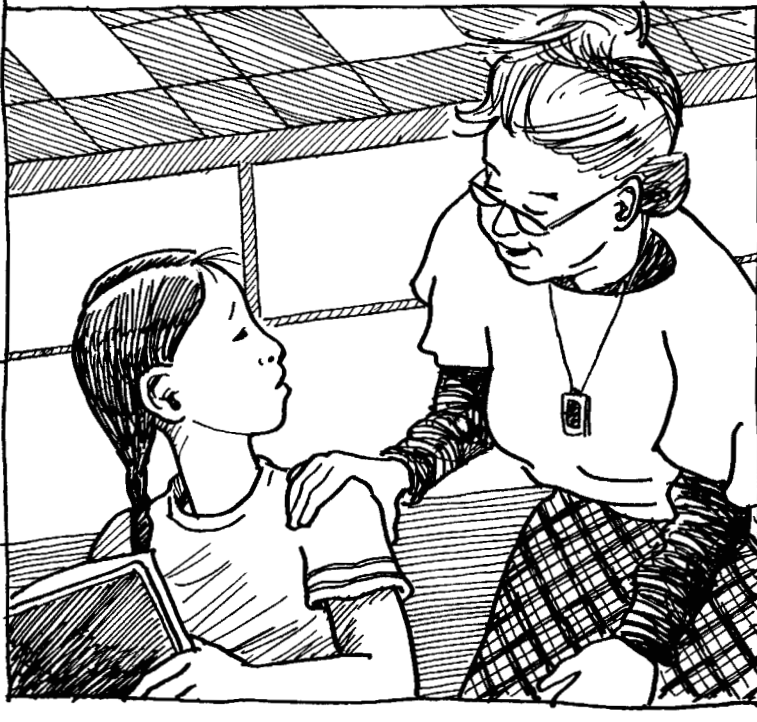




Over the last two years, I have learned to understand most of the words my friends speak. But I still get confused now and then. I'm trying very hard to learn to speak well, but my Chinese accent makes some words I say sound different. Most of my friends understand how difficult it is and they try to help me pronounce the words correctly.

But some kids are just plain mean. They love to make fun of the way I say certain words. They say I make an R sound as though it is an L. I probably do, but hey, I'm still learning how to speak English. I wonder how they would feel if they were in China and trying to speak Mandarin. They taunt me and say things like, "There goes the girl who 'rikes flied lice." I don't find it very funny, and most of my friends don't either. They tell me that I should just ignore the mean kids, but that is easier said than done.





Weird Expressions

It is not just pronouncing words that causes me trouble. Sometimes it is very hard to understand what is meant by what someone says. English has a lot of crazy expressions. My teacher, Ms. Brickle, explained to me that these strange expressions are idioms. I thought that has to be a good word for them because idiom sounds like idiot. Only an idiot would make up idioms.

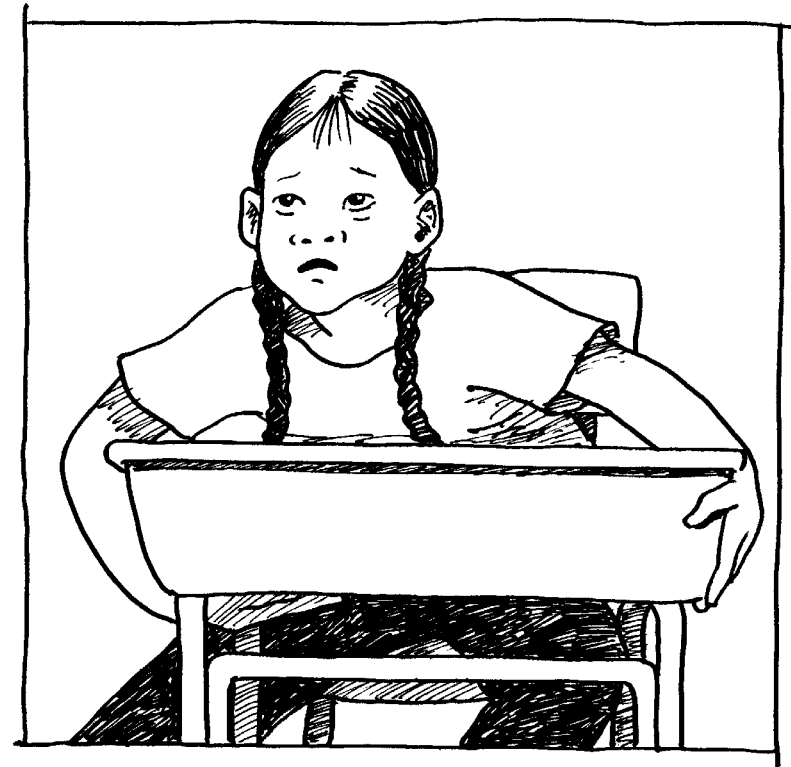


Let me give you some examples, and then maybe you can understand why I get so confused at times. There was the time one of my friends told me that Tommy Jackson was pulling the wool over my eyes and that he was just putting me on. Now Tommy Jackson has never been very nice to me, but he has never pulled any wool over my eyes nor has he ever put me on. Besides how can you put someone on? You put clothes on, not people.

Then there was the time our teacher, Ms. Brickle, yelled out, "Hold everything. Pull yourselves together. Don't get carried away. Stop beating around the bush and get on with it."



I didn't know what to do. I held onto my desk and books, but I couldn't hold everything. I got up to pull together with the others in class, but no one else got up. And I didn't see anyone being carried away so I'm not sure what that was all about. And I certainly wasn't beating around a bush. There wasn't even a bush in sight. For a moment I thought maybe Ms. Brickle had gone a bit crazy.

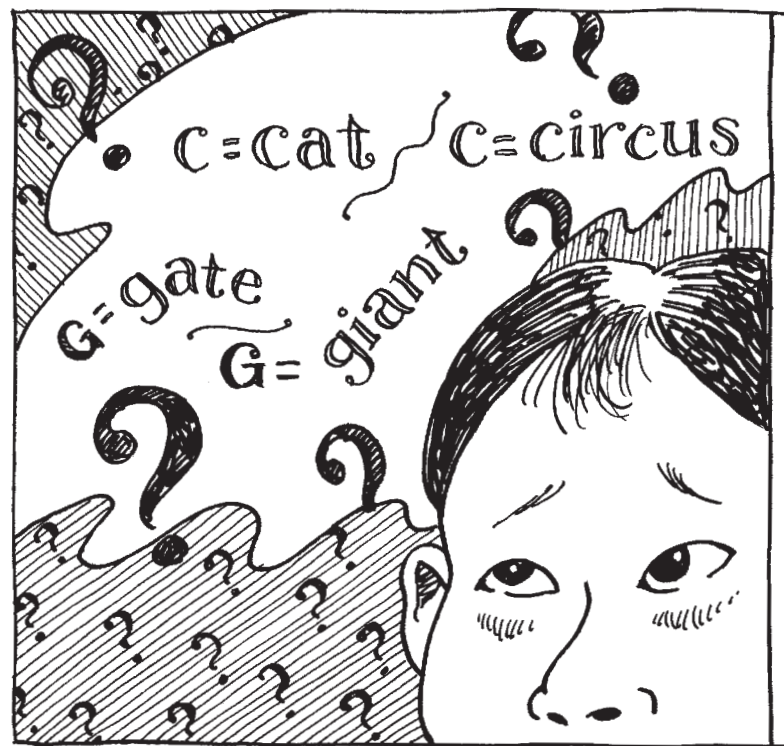


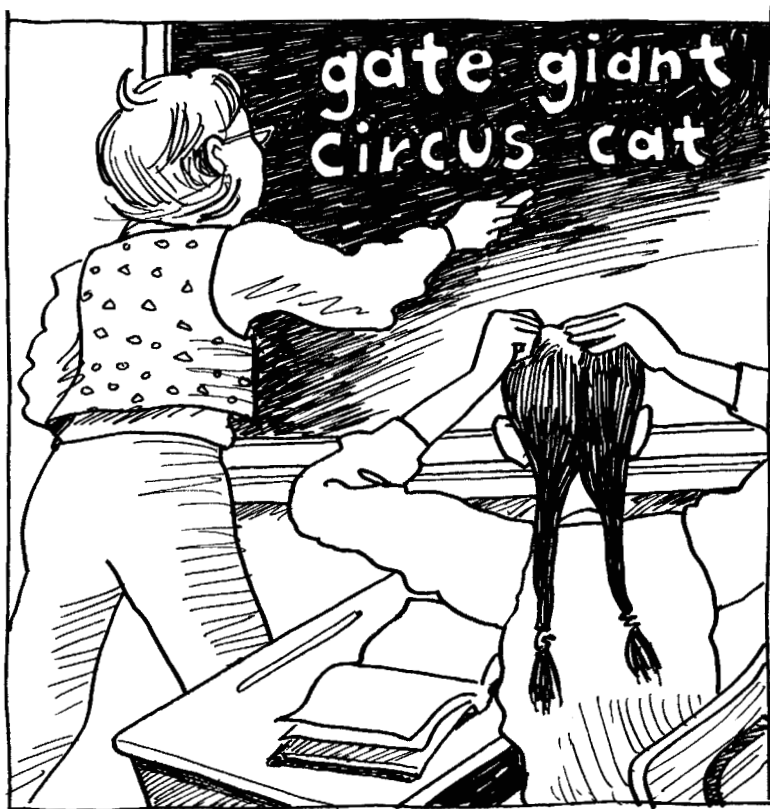


Reading and Writing

Sometimes I think it would be okay if all I had to do was learn to speak English. But I am in school and they are teaching reading and writing. And, of course, they are teaching it in English. Now, if you think speaking English is hard for someone new to this country, you should try reading it. At first it seemed nearly impossible.

In English, one letter can make many different sounds. For example, take the letter C. If C is the first letter of a word like *cat*, it makes a different sound than when it is the first letter of a word like *circus*. And think about G. If it is the first letter of a word like *gate*, it makes a different sound than when it is the first letter of a word like *giant*. How's a person supposed to keep all of this straight?





For a long time I would pause every time I came to a word that started with C or G. I would try to figure out which pronunciation was right. In the beginning I got it wrong as many times as I got it right. But in time I began to memorize the pronunciation of the C and G words. That was easier than trying to figure out why one word was different from another.



And there were the double letters? What a pain they were. When I read words like *happy* and *apple*, it sounded like I was stuttering. My teacher said when there are two of the same letters next to each other in a word that one of them is silent. She said that I should just ignore one of the letters. So I ask, why put two of the same letters together in the first place? It just confuses people like me who are trying to learn to read and spell in English.

Then there is the whole thing about silent letters like K in the word *know*. First Ms. Brickle told me that the K makes a “k” sound like the C in *cat*. That was confusing enough. After all, why would you want two letters to make the same sound? So when I see K, naturally I am going to say the “k” sound. But then I find words like *know*, *knee*, and *knock* when I am reading. So during read-aloud time I messed up. I felt so embarrassed when I pronounced the K.

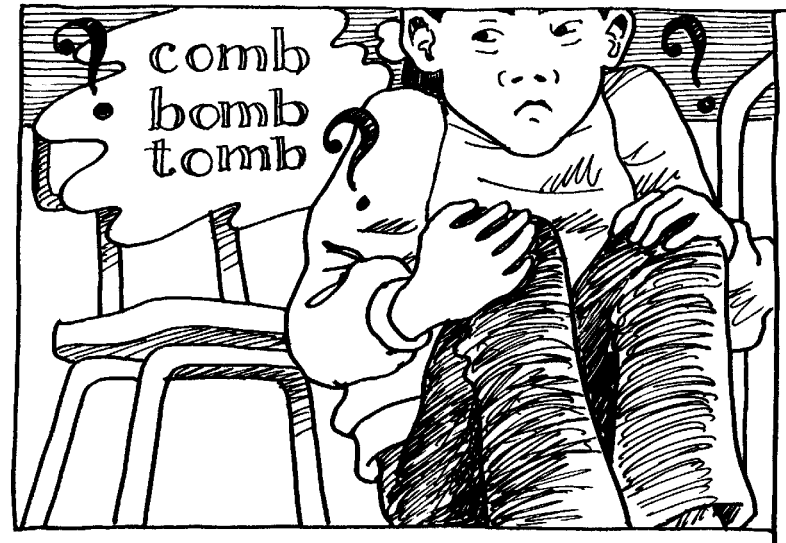


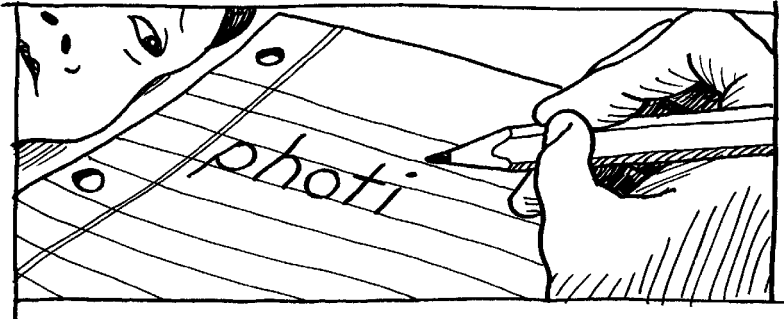
What made it worse is that some people laughed at me. But it is not just K. There are a lot of other letters that have some stupid special rules about being silent. W is one of the letters I used to mess up in words like *write* and *wrap* until I learned another stupid rule about it being silent, too.

I feel the same way about silent letters as I do about double letters. If you're not going to say them, why even put them in a word? I vote for getting rid of all double and silent letters in the English language. They are worthless and useless and confusing.



Now that's just a few examples of the utter confusion I feel. Let me tell you more. The other day my class was reading about spraying a bug bomb on a honeybee comb. The book said that the bug bomb would kill the bees and the hive would become a tomb. Now I looked at *comb*, *bomb*, and *tomb* and thought they had to sound the same except for the first letter. Wrong. Each one was pronounced differently. Now I ask you, does that make a bit of sense? Of course it doesn't. But that's English. I was so confused that I wanted to slam my book shut, crawl under my desk, and hide.



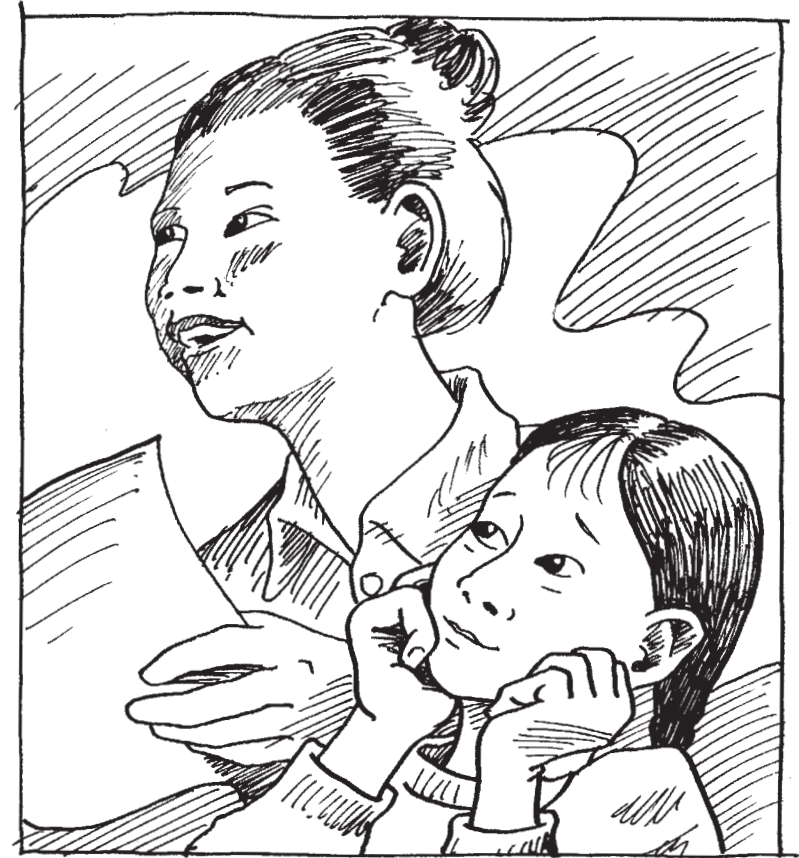


Oh, No—Spelling

And spelling doesn't get any better. During a spelling test last year my teacher told us to spell *fish*. So I did. I spelled it *photi*. Ms. Brickle, my teacher, called me to her desk after she looked at my spelling paper and asked why on earth I would spell *fish*, *photi*? "Just sound it out," she said.

"But Ms. Brickle, that's what I did," I told her. The first sound is the f sound like in *phone*, so I wrote ph. The second sound is like the i sound as in *women*, so I wrote an o. And the last sound is like the sh sound in *lotion*, so I wrote ti.

Ms. Brickle just looked at me, shrugged her shoulders, shook her head, smiled and said, "Oh, I see."



But despite all the confusion and the embarrassing moments, I keep getting better the longer I am in my new country. Who knows, maybe someday I will speak English as well as if I were born speaking it. That's what my mom keeps telling me when I am feeling down in the dumps about the way I speak English. Now, wouldn't that be great?

Name _____

INSTRUCTIONS: Pretend that you have just arrived in a country where no one speaks English. Choose a country, and write a paragraph describing what you think it would be like there.



Name _____

INSTRUCTIONS: Choose two adverbs and two adjectives from the list. Write a sentence for each word you have selected.

Nice Good Incredibly Correctly Sparkling
Very Really Whole Special Naturally

Adverbs

1. _____

2. _____

Adjectives

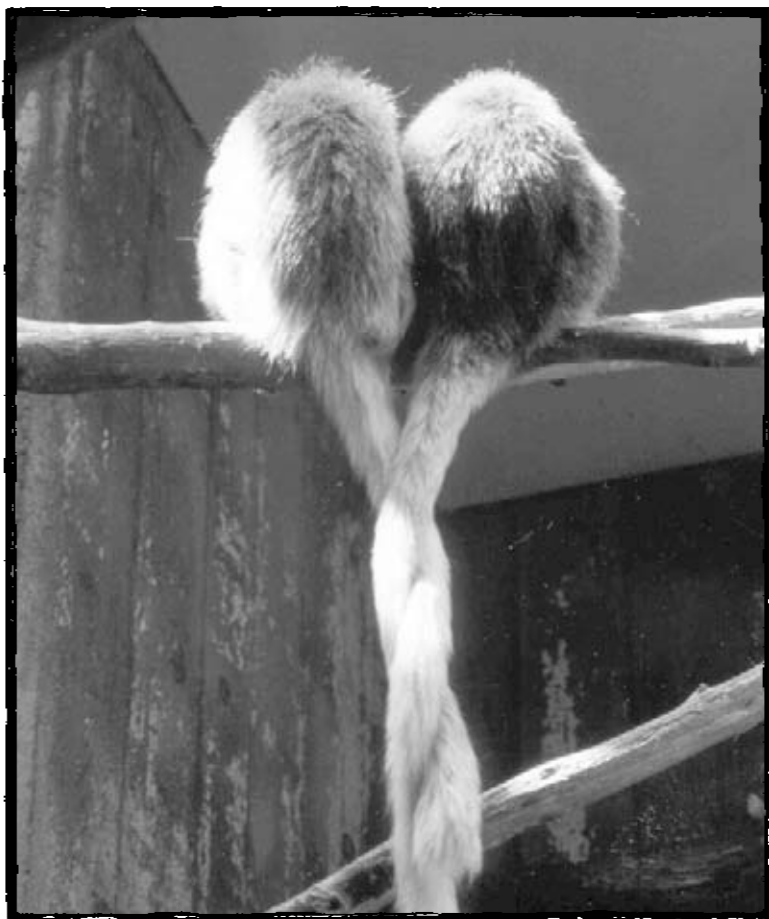
1. _____

2. _____

Monkey Business

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,659

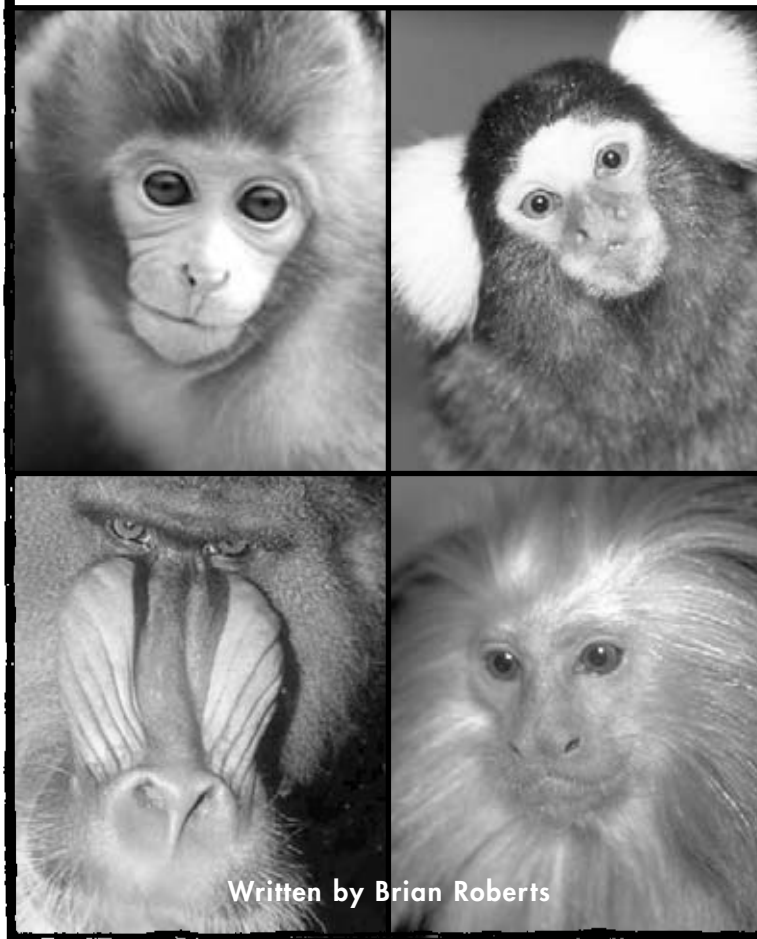



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LEVELED READER • 5

Monkey Business



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Cover (clockwise from top left): Japanese macaque, common marmoset, golden lion tamarin, mandrill

Back cover: A pair of Reed titis, a type of South American monkey

Title page: Proboscis monkey

Monkey Business
Level S Leveled Reader
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Visitors at the Bronx Zoo watch a DeBrazza's monkey.

Introduction

Of all the creatures in the animal kingdom, humans most closely identify with monkeys. In fact, if someone says you're acting like a monkey, he or she is probably not too far off.

People often stand in front of a monkey exhibit at the zoo for much longer than they stand in front of other exhibits. They are fascinated by the antics of monkeys. They laugh at them and are entertained by them, perhaps because monkeys remind people so much of themselves.

Primates

Monkeys belong to a group of mammals known as **primates**. There are two main groups of primates: **anthropoids** and **prosimians**. Anthropoids, which are the most familiar primates, include monkeys, apes, and humans. Prosimians are less well known. The most familiar prosimian is the lemur.



Ring-tailed lemurs are prosimians.

Primates are different from other mammals because they have fingers that are developed and a thumb that sits across from and bends toward the fingers. This thumb is called an **opposable thumb**. Opposable thumbs allow primates to hold tightly onto small things, giving them an advantage over other mammals. For example, many primates



spend most of their lives in trees. The thumb makes it possible for the primates to grasp branches and climb more easily.

Orangutans, which are great apes, have opposable thumbs.



Chimpanzees are some of the most intelligent apes.

Monkeys versus Apes

Most people think that apes, such as gorillas, orangutans, and chimpanzees, are just big monkeys. But they are not monkeys—they are apes. Apes do not have tails, while most monkeys do, and apes are usually much more intelligent than monkeys. Apes are also larger than monkeys. Because most apes are heavier, they often scramble and climb along branches, while monkeys can swing and jump from branch to branch.

New World and Old World Monkeys

Monkeys are divided into two groups based on where they live. One group is the **New World** monkeys, which live in Central and South America. Only monkeys, not apes or prosimians, live in the New World. The other group is **Old World** monkeys, which are found in Asia and Africa. Old World primates include apes and prosimians as well as monkeys.

Old and New World monkeys are different in four distinct ways. One way is their noses. The nostrils of New World monkeys are spread apart, but in Old World monkeys they are close together and point down, like human nostrils.



Note the nostrils of the golden lion tamarin (left), a New World monkey, and a Japanese macaque (right), an Old World monkey.

Another way they differ is that some New World monkeys can hold on to objects with their **prehensile** tails. Old World monkeys do not have this characteristic.



An adult spider monkey (above) uses its prehensile tail to grab a rope. Prehensile tails often have no hair, similar to a human palm.

A third way these two groups differ is in the number of teeth they have. Most New World monkeys have 36 teeth, while most Old World monkeys have 32 teeth, just like humans.

The fourth way they differ has to do with where they spend their time. All New World monkeys live in trees, while many Old World monkeys spend much of their time on the ground.

Monkeying Around

All monkeys live together with other monkeys of their type. A group of monkeys is called a **troop**. Most New World monkey troops consist of fewer than 24 monkeys. Old World troops, such as troops of baboons, can number well over 100 members. Some monkey troops have only one adult male with several females and their young. Others can have many adult males.

Monkeys that live on the ground have more closely knit groups. This is because there are more enemies on the ground, so the monkeys are more dependent on each other for protection. If threatened, the adults of the troop will join together to drive away the attacker.



A troop of baboons



A juvenile hamadryas baboon

Monkeys have long, strong arms and legs that help them leap and swing through the trees. For those that live on the ground, long, strong arms and legs help them run fast.

Monkeys also have fingers on their hands, as humans do, to help them grasp objects. Some Old World monkeys have opposable thumbs, which can be used to hold and work with small objects. Some New World monkeys have partially opposable thumbs, while others have no thumbs at all, just a fifth finger.

Monkeys have five toes on each foot. Some kinds of monkeys have a big toe that is opposable and serves as a thumb, allowing the monkey to grasp objects with its feet.



A young vervet monkey plays with its mother.

Young monkeys spend much of their waking time playing, as all kids do. Adult monkeys spend their days searching for and eating food, and grooming each other.

Monkeys eat just about anything. They eat plant parts, such as fruits, nuts, leaves, roots, and flowers. They also eat animals, such as insects, frogs, and birds. Baboons will even attack and eat small hoofed animals, such as baby antelope. Most monkeys also eat eggs.

Monkeys communicate with each other using their voices as well as body language. Some monkeys use threatening gestures such as staring, showing their teeth, and bobbing their heads back and forth. They often use their hands to communicate by beating on their chests or slapping the ground.

Monkeys use their voices to warn of danger or to signal when they have found a source of food. Some monkeys have even developed “words” for familiar things. For instance, instead of just a general alarm call, vervet (VUR-vit) monkeys have a special call for “snake,” one for “eagle,” and another for “leopard.” Howler monkeys keep other monkeys out of their territory by shouting and howling at them.



A black howler monkey shouts at an intruder.

Types of Monkeys

There are more than 150 different kinds of monkeys. Some are very tiny, like the pygmy marmoset, which is only about as long as a new pencil, not including its tail. The largest monkey is the mandrill. If an adult mandrill stood up, it would be as tall as your kitchen counter.

New World Monkeys

Spider monkey



A spider monkey uses its prehensile tail like an extra hand to hang from branches and to pick things up. Unlike most other monkeys, spider monkeys have no thumbs.

Marmoset (MAR-mo-set)

Marmosets are among the smallest monkeys. Most are less than 30 centimeters (1 ft.) long. Instead of having nails on their fingers like most monkeys, they have claws.





Black howler monkey (above);
golden lion tamarin (right)

Howler monkey

Howlers are famous for their loud howl, which can be heard as far away as 3 kilometers (2 mi.). They are the largest of the New World monkeys and have long tails and black faces that are bearded in adult howlers.

Tamarin (TAM-ur-in)

Tamarins are small monkeys, usually about 30 centimeters (1 ft.) long. Most of them are multicolored, and many have long hair on the tops of their heads. The golden lion tamarin has a mane that makes it look like a small lion.

Monkey	Type	Size	Life Span	Food	Habitat
Spider	New World	8–9.5 kg. (17.6–21 lb.)	33 years	fruit and nuts	Central American rainforest canopies
Marmoset	New World	300–500 g. (10.6–17.6 oz.)	12 years	fruit, sap, small animals, insects	rainforests in Brazil, Ecuador
Howler	New World	6.8 kg. (15 lbs.)	20 years	flowers, fruit, leaves	South American rainforest
Tamarin	New World	410–560 g. (14.5–19.8 oz.)	15 years	fruit, small animals, insects	Brazil, 3–9 m. above forest floor
Baboon	Old World	female 12 kg. (26 lbs.) male 20 kg. (45 lbs.)	37 years	fruit, plants, small animals, insects	forest floor, plains of central Africa
Mandrill	Old World	female 13.6 kg. (30 lbs.) male 27 kg. (60 lbs.)	46 years	fruit, nuts, small animals	tropical forest floor in Africa
Colobus	Old World	13.6 kg. (30 lbs.)	29 years	fruit, leaves, flowers, buds	high elevations of African forests
Proboscis	Old World	8.2–23 kg. (15–50 lbs.)	13.5 years	pedada leaves, vegetation	mangrove forests in Borneo

Old World Monkeys

Baboons

Baboons are large monkeys with long, sharp canine teeth. They spend most of their time living on the ground. Many types of baboons, like this olive baboon, live on the African plains.



Mandrills

Mandrills, a kind of baboon, are the largest monkeys. Males are known for their colorful faces and rumps. They have blue cheeks and red noses, and their rumps match!



Colobus (CALL-ah-bus)

Colobus monkeys are medium sized, reaching 45 to 75 centimeters (1.5–2.5 ft.) in length. They are strong, with a stocky build. They can vary in color from all black to black and white to red and olive green.



Proboscis (pruh-BOSS-iss)

Proboscis monkeys get their name from their long noses (*proboscis* is the Latin word for nose), which the males use to call. They are large monkeys, from 70 to 100 centimeters (2–3 ft.) long, not including their tails, and are very good swimmers.

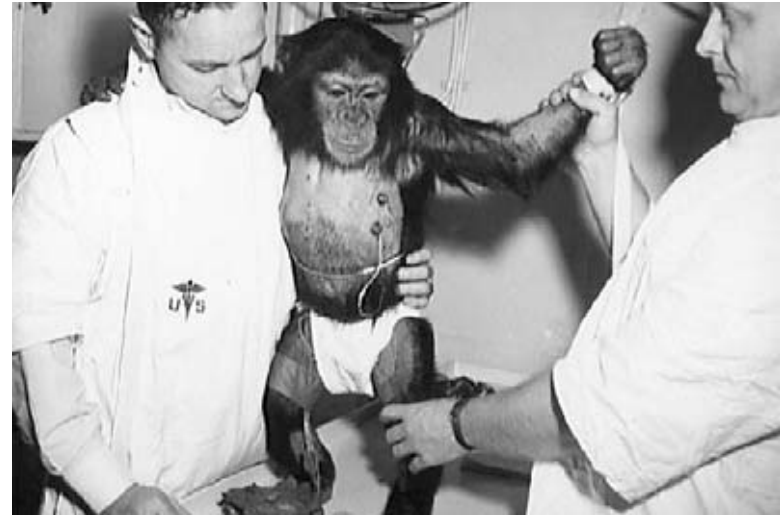
Monkey Babies

Most monkey females have just one baby at a time. After the baby is born, it depends on its mother for all of its food and care. Like all mammals, a baby monkey lives on its mother's milk. Depending on which kind of monkey, a baby may nurse for as little as two weeks or as long as two years.

A baby monkey clings to its mother's fur. A baby begins by clinging to her belly, and then as it gets older, it rides on her back. The baby clings until it is strong enough to travel safely on its own. In some species, such as marmosets, the male takes care of the young and carries it around all day. The male gives the young monkey to its mother when it is time to nurse.



A baby yellow baboon clings to its mother's back.



A chimpanzee named Ham gets ready for a trip into space, 1961.

Monkeys and Humans

Monkeys and their relatives, the apes, have starred in movies and in circuses. They have appeared on many television shows, been the subjects of many books, and even rocketed into space.

Humans have used monkeys for medical research because of their similarity to humans. Many people object to using monkeys and other animals for research. But monkeys have allowed us to learn many things about new medicines without having to test them on humans.

In some cultures, monkey meat is considered a delicacy. Some people even eat monkey brains.

Many monkeys have been captured and placed in zoos and display cages around the world. Modern zoos have undergone efforts to place monkeys in environments that are similar to their natural habitats.



A cotton-top tamarin in a naturalistic habitat at the St. Louis Zoo



A Moroccan teenager with his pet monkey

Many people around the world keep monkeys as pets. Because they are so intelligent and can use objects, many monkeys have been trained to help people who cannot move. They help paralyzed people do their jobs, cook food, and even brush their teeth.

Throughout the world, humans are threatening wild monkey populations by destroying their **habitats**. Hunters also threaten monkeys because many people like to eat monkey meat. Efforts are underway in many areas to help save monkey populations.

Conclusion

Monkeys are everywhere. You may see monkeys as characters in cartoons or actors in movies. You can see monkeys at almost every zoo. You may even meet someone who has a pet monkey or a helper monkey. It's no wonder people love monkeys so much, because they are so much like humans.

Monkeys are intelligent primates that have opposable thumbs and can use objects and even use "words." But they are also very different from us. Unlike humans, monkeys come in many different species. In fact, there are more species of monkeys than any other primate. Monkeys are funny, smart, beautiful, and useful animals that we should protect and respect.



A tamarul monkey grooms, or cleans, another.

Glossary

anthropoids	primates such as monkeys, apes, and humans (p. 5)
habitats	the land and environment in which an animal lives (p. 22)
New World	the continents of North America and South America (p. 8)
Old World	the continents of Asia, Europe, and Africa (p. 8)
opposable thumb	a thumb that sits opposite and bends toward the other fingers (p. 6)
prehensile	a limb, like a foot or a tail, that can hold or pick up things like a hand can (p. 9)
primates	group of animals that includes monkeys, apes, humans, lemurs, and others (p. 5)
prosimians	a small group of primates that includes lemurs (p. 5)
troop	a group of the same species of monkey living together (p. 10)

Name _____

INSTRUCTIONS: Using the chart on page 15 of *Monkey Business*, answer the following questions about monkeys.

1. Which monkey lives the longest?



2. Which monkey is larger,
a marmoset or a howler?

3. Which monkeys eat insects?

4. Where do spider monkeys live?

5. Which monkeys live in mangrove forests?

6. Which New World monkey eats nuts?

7. Which Old World monkey weighs 30 pounds?

8. What is the average life span of Old World monkeys?

9. What is the average age of New World monkeys?

10. Which monkeys spend time on the ground?

Name _____

INSTRUCTIONS: Draw a line under each adverb in the sentences below. Put a circle around the word that the adverb modifies. Some sentences may have more than one adverb or modified word. The first is done for you.

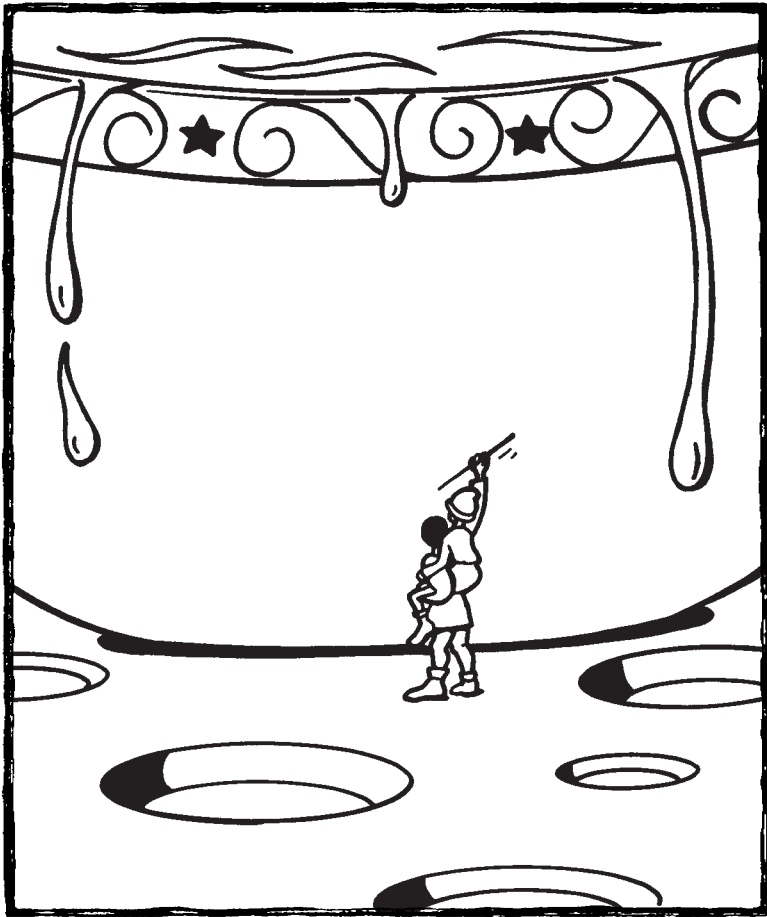
Adjectives modify nouns. Adverbs modify verbs, phrases, and even other adverbs. Adverbs establish time, place, and number, and describe an action. Most adverbs end in *-ly*, but not all of them do. Sometimes, it is necessary to examine a sentence for actions and action modifiers in order to identify an adverb.

1. My brother and I will skate today.
2. He was unusually quiet even though he was swimming very fast.
3. The elephant moved quite gracefully, despite its large size.
4. This math homework is very hard to complete.
5. The children crept slowly and silently into the room.
6. Jon can run faster than Ben can.
7. The man shouted angrily at the dog that was rapidly digging up his flowers.
8. She can jump higher than anyone I know.
9. “Don’t forget to drive carefully,” she called loudly as they got into the car.
10. Many people don’t always listen to directions.

The Moon Bowl

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,680

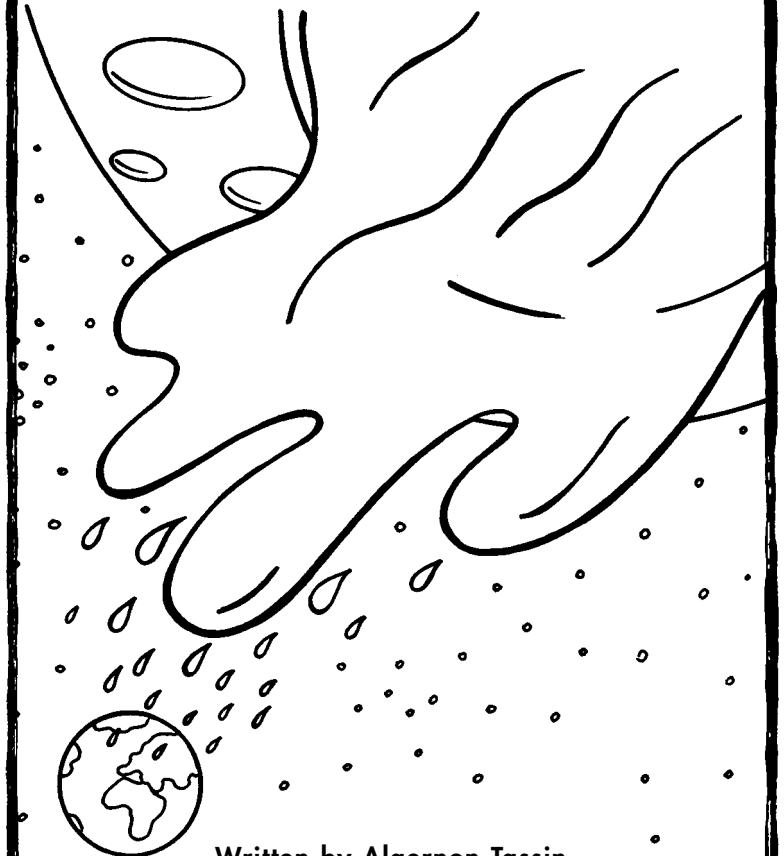



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LEVELED READER • 5

The Moon Bowl



Written by Algernon Tassin
Illustrated by Maria Voris

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The Moon Bowl

This story was originally published in 1921
in the book *The Rainbow String*.



Written by Algernon Tassin
Illustrated by Maria Voris

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The Moon Bowl
Level S Leveled Reader
© 2003 Learning Page, Inc.
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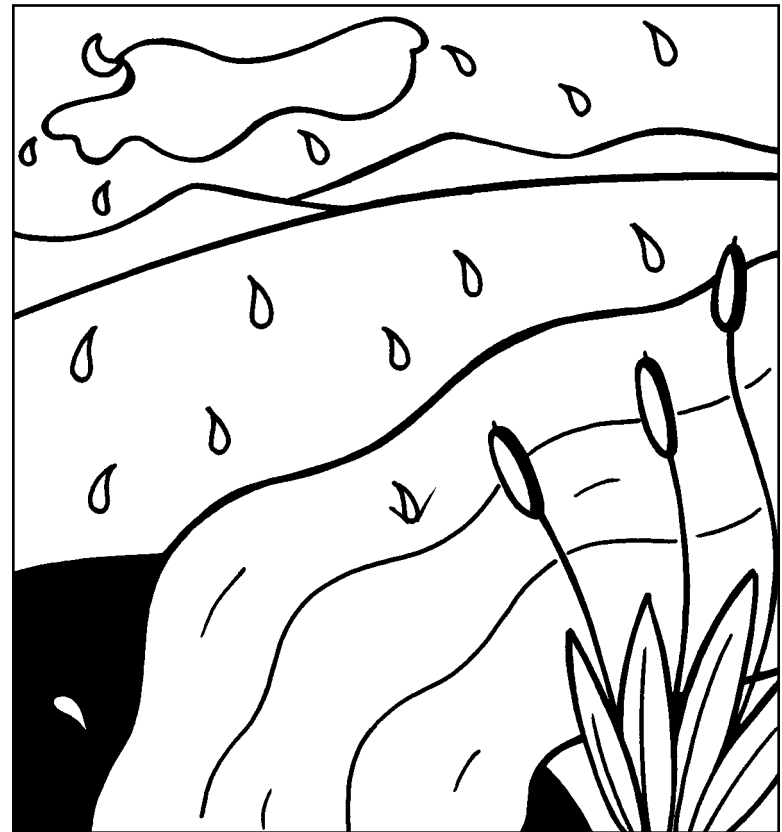
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Once Upon a Time, or The Problem

Once upon a time, all the rivers in the world ran into deep holes in the ground. There were no ponds or lakes where people could save their drinking water. The rivers became full only when a woman tipped over an enormous bowl of water on the moon and poured rain down to the earth.





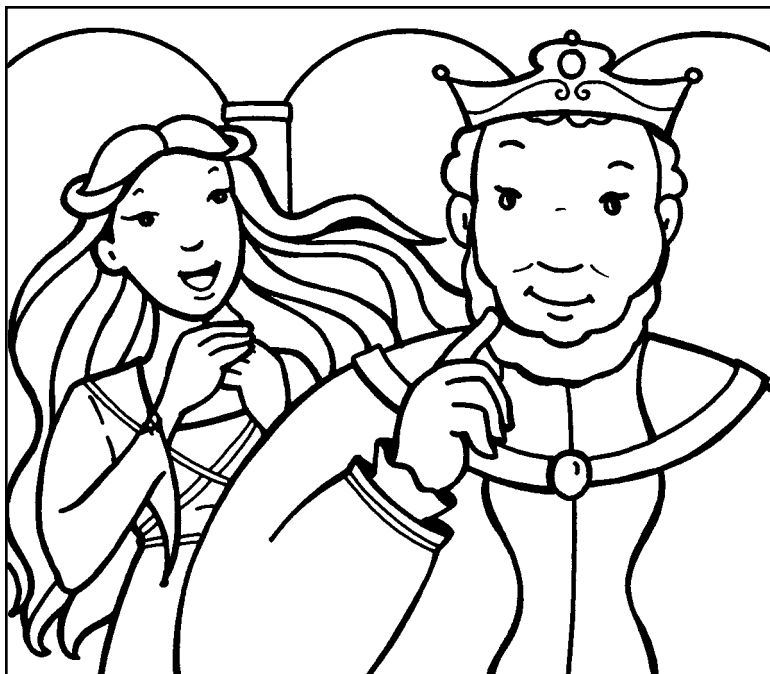
But she didn't always tip the bowl in a **timely** fashion. In fact, sometimes the bowl would tip just slightly, not far enough to spill any water out. It was deeply frustrating to all the people on Earth who watched the bowl, waiting for rain.

"Isn't that just like a woman, to change her mind for no reason! She tips it one way, and then tips it right back," they said. The people mistakenly thought that women were silly and couldn't make decisions. One year, it had been months since the moon bowl had tipped. The rivers were so **skimpy** you could see the stones at the bottom. Everyone was worried because wash day was coming. "Silly woman! Can't she make up her mind?" the people grumbled.

The Hero

Of course, the tale of the moon bowl is a fairy tale, so there must be a hero and a princess. The hero was a **humble** woodchopper named Tom. The princess was named Charlotte, and she was, of course, incredibly beautiful. One day, the beautiful princess spied Tom the woodchopper chopping wood, and she instantly fell in love with him. Tom glimpsed Charlotte through the trees and fell in love with her as well. So the princess skipped off to tell her father, the king.





“Father, I have seen the man I want to marry. His axe flies like the wind itself, and the motion of his body is like a river.”

“A river, hmm?” said the king, and he began to think. Of course this is a fairy tale, so the king had to think of some task for Tom to perform before he could marry Charlotte. “I’ve got a task for this Tom to complete before he can marry you. He must go to that silly woman on the moon. He must make her tip the moon bowl over so we might have some rain.”

The Task

Tom was brought to the castle and told of his task. He kissed Princess Charlotte goodbye and set out to make the woman on the moon tip her bowl over. After three days of walking, Tom realized that he didn’t know how to get to the moon. He was hot and tired. He thought it might be nice to feel the breeze on the back of his neck. So he took out his axe and started chopping.

“Wouldn’t it be nice,” he thought, “to feel the wind on the back of my neck with my eyes closed?” And so Tom closed his eyes. And what do you know, on the third chop that Tom chopped with his eyes closed, whiz-bang, he flew straight to the moon.





Tom opened his eyes. There in front of him was an old man stooping over the ground. He carried a long glass stick, and he was using the stick to draw in the dust. The man was nothing but **rickety** old bones that rattled when he coughed. And he coughed all the time, for he stirred up plenty of dust as he drew.

"Sir, what are you drawing?" Tom asked politely.



The rickety man peered sideways. "A diagram! I am drawing a diagram of how to line up the stars. Look at them all out there in the sky, here and there and splashed about, twinkling and winking. I'm trying to find a way to organize them. See, I'm going to trim their corners nice and square and line them up, biggest on top, next biggest, and so on, etcetera."

"But sir, how will you reach the stars to move them around?" asked Tom, very politely.

Just then the old man had a great coughing fit. Tom was quite sure his bones would crumble and join the clouds of dust that swirled all about them.

"Why," coughed the old man, "I'll get to that when I get to it. First things first."

"Well, if you don't mind me asking, what good would organizing the stars do?" asked Tom, ever so politely.

"Fool! **Simpleton!**" cried the rickety man. "Can't you see that this is important work? I'm dealing with the stars, boy, and the stars are very important. Yes, very important! My work is much too important for me to waste time answering your foolish questions."



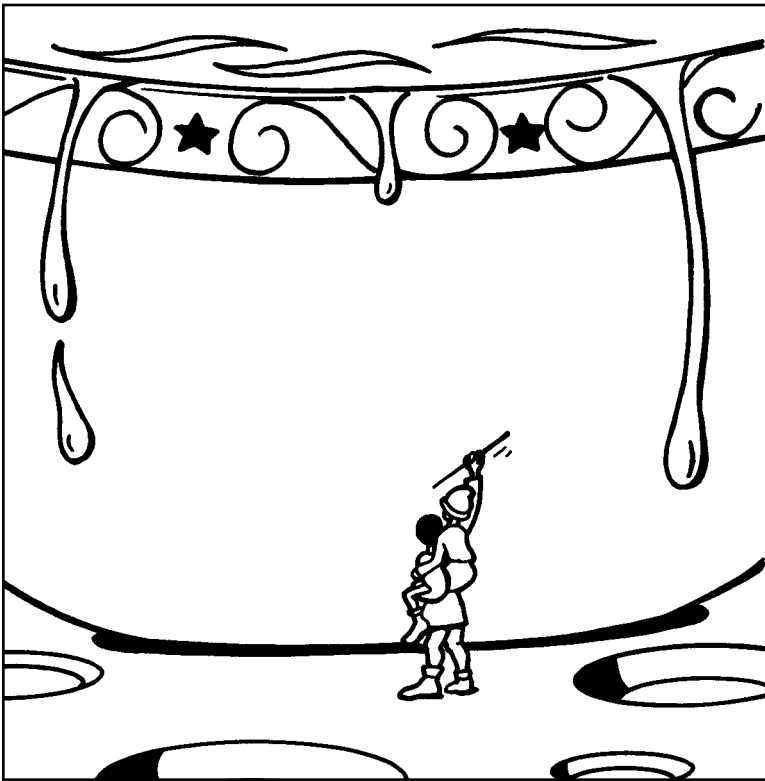
"Well, I'll be moving along then," Tom said, "if only you could tell me where the moon bowl is. I need to speak with the woman who tips it."

"The woman who tips the moon bowl?" said the rickety man. And then he began a great coughing fit that seemed to last a full half-hour. This was very clever of the old man, because he was trying to buy time to think. "What a silly chore it is to tip over the moon bowl," he finally choked. "Thank goodness I have much more important work to do. Turn around, lad, and I'll hop on your back and show you where she is supposed to be."



The Hero's Unbelievably Clever Solution

Tom turned and crouched down, and the old man hopped on his back, piggyback style. With a wave of the old man's glass stick, they instantly arrived underneath the most enormous bowl Tom had ever seen. It towered over them, silver and smooth and **gleaming** softly. Clearly it was full of water, for shining drops trickled down its sides.



"It tips from up top, on the rim," croaked the rickety old man.

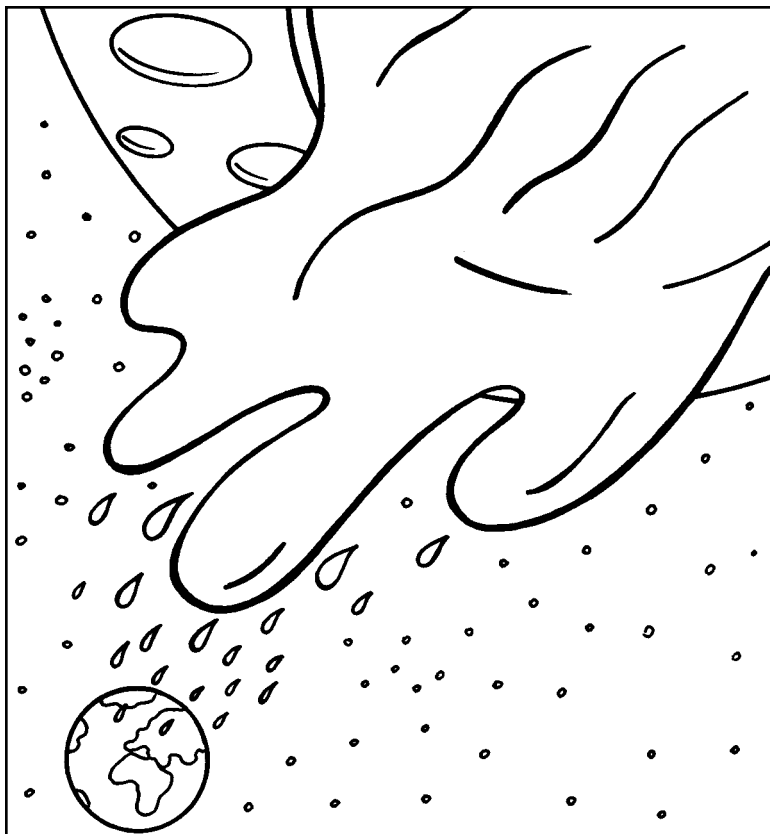
"How can I get up there?" asked Tom.

"Easy enough," said the old man. And with another wave of the glass stick, Tom and the old man were **perched** on the rim of the bowl. It was as though they stood on the edge of an enormous round lake.

"How could anyone tip over such a large, heavy bowl?" asked Tom.

"Simple, boy. Why, I barely need to brush it with the end of my stick, and over it goes." And so the old man did. He reached out his glass stick and tipped the moon bowl slowly, slowly over.





The water ran out, singing over the silver sides of the bowl like a million glasses tinkling at once. Tom thought of the purring rivers and trickling raindrops falling down on Earth, and of how happy all the people must be to have rain.

“Excuse me, sir, but I wonder how you know so much about tipping the bowl when it isn’t your job,” Tom said, ever so politely.



“What? Huff!” cried the old man. And he began coughing again, so much that Tom himself shook on the edge of the bowl. “What a stupid job, tipping over the moon bowl. Why, an infant could tip this thing over! I’m much too important to do anything as simple as this. Much too important! The stars, my boy—my brilliant mind was destined to work with the stars. Ridiculous moon bowl.”

“It is your job to tip the moon bowl, isn’t it, sir?” asked Tom, taking extra care to be especially polite.

"**Balderdash!** I was cut out for much greater things than **minding** the moon bowl. Why I . . . I . . . oh, rubbish. Yes, I'm the one who's supposed to tip the moon bowl," the old man grumbled. "All that bowl ever does is keep me from my real work. It's important work, you know, lining up the stars. Much more important than that silly moon bowl."

"But sir, if you don't mind me asking, why would you tip it partway and then put it back? It makes the people on Earth quite angry."



The rickety man **stammered** and choked and **jostled**. "I don't have time, you great oaf! I must get back to my work!" he cried. And he shouted so violently that Tom lost his balance (you do remember that he was riding piggyback, don't you?). The rickety man fell right into the moon bowl while Tom fell outside to the ground. Tom heard the scratching sound of the old man scrambling up the inside of the bowl. Soon he saw the old man's long nose peering over the edge.

"My stick!" he cried. "How will I draw my diagrams without my stick? And how will I get down? Toss it up to me, boy."

Tom looked around him, and sure enough, the glass stick had fallen near his feet.

Tom laughed. "Well, now that you're inside the bowl, I suppose you'll do your job," he said. "If you don't tip the bowl when it's full, the water will come up to your nose. I'm sorry, sir, but I have to be leaving now." And Tom tipped his cap ever so politely, waved the glass stick, and in an instant was back at the king's palace.



Happily Ever After, or The End

"Did it happen to rain here?" asked Tom.

"Rain!" cried the king. "Why, it rained more than I can ever remember it raining. The fields are full of grain and the rivers are full of sweet drinking water. Plus I'll be able to get my washing done. Good show, Tom!"

"And I must inform you," continued Tom, "that the woman on the moon is really a man. And he changes his mind not because he's silly, but because he thinks he's much more important than the moon bowl."





Just then, the princess came in and saw Tom, and she flew into his arms. They were married that day, and you can probably guess how they lived after that.

As for the old man in the moon bowl, he doesn't dare jump out, because he's nothing but bones. Sometimes he gets so angry that he lets the water get almost up to his nose before leaning over and letting the rain out. But thank goodness he's leaving the stars alone. I think they look quite nice just the way they are, don't you?

Glossary

balderdash	nonsense (p. 17)
gleaming	shining softly (p. 13)
humble	modest; a common person, not royalty (p. 6)
jostled	knocked around; bumped (p. 18)
minding	watching; taking care of (p. 17)
perched	sitting or standing in a high, unstable spot (p. 14)
rickety	weak and shaky; likely to fall over (p. 9)
simpleton	a stupid person (p. 11)
skimpy	small; thin; very little (p. 5)
stammered	stuttered (p. 18)
timely	in time; when it is needed (p. 5)

Name _____

INSTRUCTIONS: Find each of the fairytale elements from *The Moon Bowl*. Then, tell how that element is making fun of traditional fairy tales.

Fairytale Element	Elements in <i>The Moon Bowl</i>	How this makes fun of fairy tales
The Hero		
The Love Story		
The Villain		
The Task		
The Solution		
The Reward		

Name _____

INSTRUCTIONS: Combine each pair of sentences using one of the conjunctions in the box. You may use each conjunction more than once.

and	because	since
so	however	but

1. Bob couldn't fix the bicycle. He was missing the chain.

2. Tammy went shopping. Then she went out for ice cream.

3. Andrew came in first place. He was disqualified for filling out his entry form wrong.

4. Tomorrow we will wash the car. We will vacuum the seats.

5. The forest fire spread quickly. There had been a drought.

6. Sheri passed the difficult test. She had been studying for weeks.

Gems: Treasures from the Earth

A Reading A-Z Level S Leveled Reader

Word Count: 1,139



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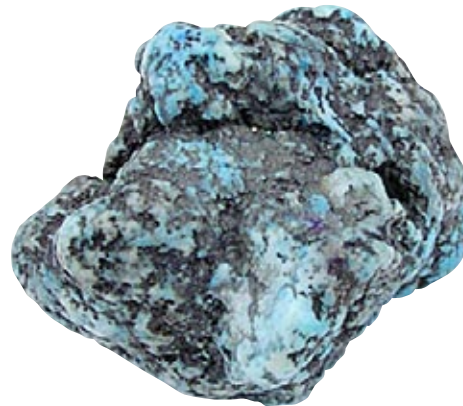
Introduction

Many people consider gems to be Earth's most beautiful creations. They are willing to spend thousands of dollars for even a small bit of that beauty.



Many gems decorate the most beautiful and valuable jewelry.

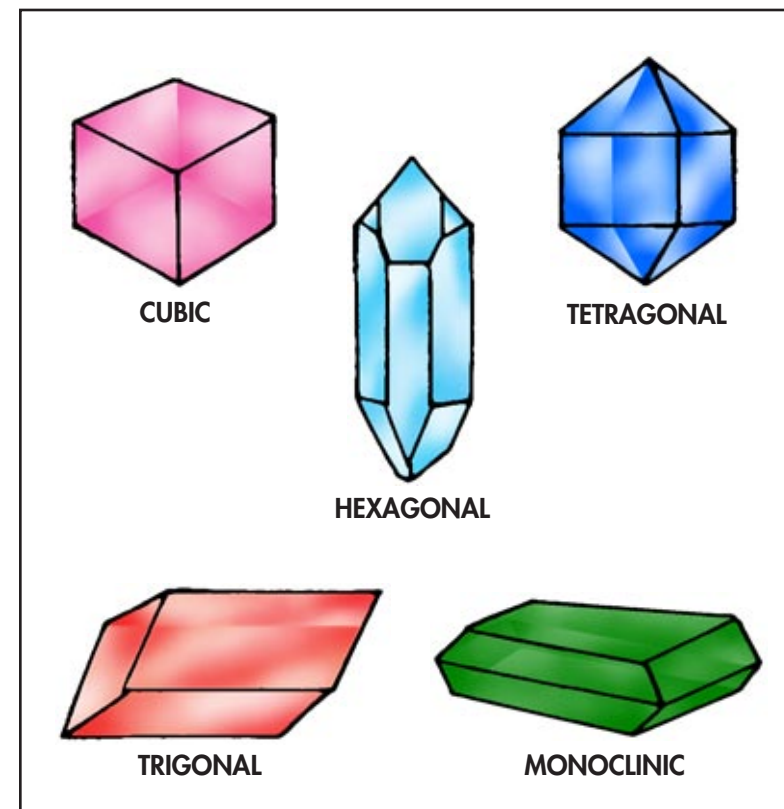
There are three main types of gems. The first two, **crystals** and **stones**, are made of minerals, the natural, nonliving substances that make up most rocks. Crystals are minerals that form in tight shapes and neat patterns. Stones are mixed minerals that have beautiful colors and patterns but do not have strict shapes. The third group, **organic gems**, are made by living things.



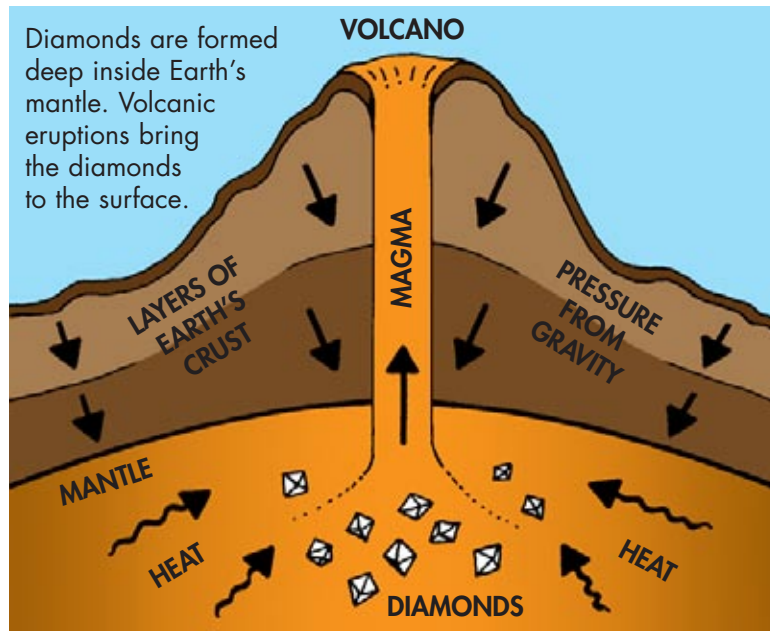
Garnet, a crystal (top);
turquoise, a stone (center);
natural pearl, an organic
gem (bottom)

How Are Gems Formed?

Crystals are special forms of minerals. Every mineral is made of millions of particles called **atoms**. In most rocks, the atoms are mixed together. But in crystals, the atoms are arranged in neat, orderly patterns. Crystals have flat sides, called **faces**, which form shapes.



Examples of Crystal Shapes



Most crystals form deep within the earth under very special conditions. Some, like diamonds, form when the mineral is squeezed under layers of rocks. The squeezing forces the atoms to arrange themselves in the smallest shape possible. Others, such as sapphires, form when a mineral gets so hot inside the earth that it melts. As it slowly cools, the atoms form a regular crystal pattern. And still other gems, such as opals, form when minerals dissolve in water. As the water evaporates very slowly, the mineral left behind forms a crystal.

Try This

Make your own crystals!

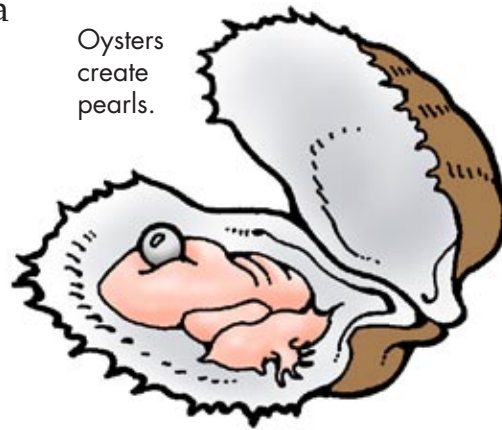


Rock salt, also known as halite, forms when salty seas evaporate. You can watch a much smaller version of this same process using just water and ordinary salt.

- ❶ Mix a tablespoon of salt into a cup of warm water. Stir it until it dissolves.
- ❷ Keep adding salt, a little at a time, until no more salt will dissolve.
- ❸ Put a clean toothpick in the water.
- ❹ Place the cup somewhere warm in the Sun. As the water evaporates, crystals will form on the toothpick and the sides of the cup.
- ❺ Look at the crystals under a magnifying glass. What do they look like?

The minerals in stones do not form orderly patterns, and they may have other minerals mixed in. Stones often form in layers that make streaks and lines, called the **grain**.

Organic gems, which include pearls, amber, and coral, come from living things. Pearls begin when a grain of sand gets trapped inside an oyster's shell. The oyster covers the grain with layers of the material it uses to build its shell.



Coral is made of skeletons left behind by millions of tiny sea creatures. Amber began millions of years ago as tree sap.

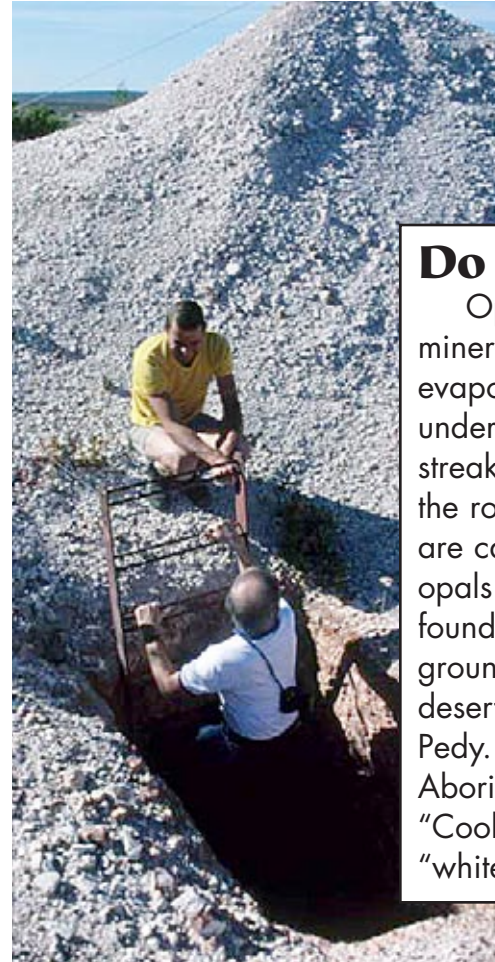


Amber often contains the fossils of insects or spiders that got caught in the sap.

How Do Gems Get into Jewelry?

Most mineral gems are found deep within the earth. Because gems are so small and rare, mining is often still done by hand. Miners

must chip and cut at the rock, looking for stones within it.



Do You Know?

Opals form when mineral-rich water evaporates from cracks underground. This leaves a streak of mineral crystal in the rock. Streaks of crystal are called veins. The best opals in the world are found in veins under the ground in the Australian desert town of Coober Pedy. In the Australian Aborigine language, "Coober Pedy" means "white man in a hole."

Opal mines are simple holes in the ground.

When a miner finds a gem, it is often very rough. Its surface looks dull. Its shape is bumpy. Gems often have cracks, dark marks, bubbles, and other flaws. Gem cutters cut gems into regular shapes that show off their best parts and cover their flaws.



An uncut diamond looks uneven and flawed.

Most crystal gems are cut into flat surfaces called **facets**. Facets show off the gem's color and pattern, and allow it to sparkle.



A cut diamond reflects lots of sparkle.



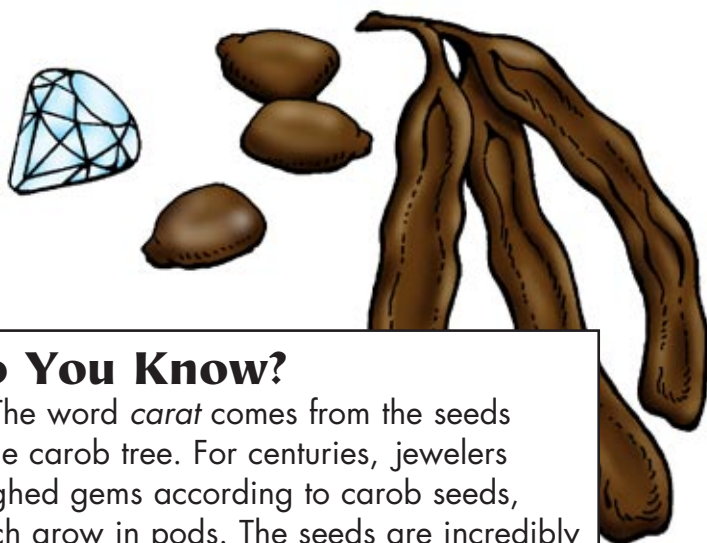
Cutting styles (top and side views) show gems' best features.

The popular brilliant-cut style is often used with diamonds. This style has many facets that reflect light off the gem. Deep green emeralds are often cut into a style called the step cut. The rose cut was often found on older gems. The oldest style of cut, the cabochon (KAB-oh-shon), is simply rounded and polished. It is most often used with **opaque** stones. Other gems, such as jade and coral, can be carved into small shapes.

What Makes Gems Valuable?

Gems are valuable because they are beautiful and they are rare. The value of a gem is determined by the gem's hardness and a system called the "four Cs": cut, carat weight, color, and clarity.

Cut refers to how well the gem is cut and polished, or how beautiful the natural gem is. Carat weight is the size of the stone. One carat weighs about as much as a piece of unpopped popcorn.



Do You Know?

The word *carat* comes from the seeds of the carob tree. For centuries, jewelers weighed gems according to carob seeds, which grow in pods. The seeds are incredibly similar in weight, no matter which tree or pod they come from. The modern carat weighs about as much as one carob seed.

The next of the four Cs, color, is one of the things that makes gems beautiful. Unlike regular rocks, gems have bright, pure, strong colors. The stronger and purer the color, the more valuable the gem is. Often, the same mineral can form different-colored gems. Red rubies and blue sapphires both contain the same mineral. The different colors come from tiny bits of other chemicals mixed with the main mineral.

Clarity refers to how flawless the gem is. Gems with dark marks, cracks, and bubbles are less valuable than gems without these flaws. Gems that are cloudy are also less valuable than clearer gems. But clarity is often

not as important as the size and rarity of a gem.



Emeralds often have many flaws, but because they are so rare, a flawed emerald is more valuable than a flawless diamond.

This uncut emerald shows many cracks and other flaws.

Hardness and the Mohs Scale

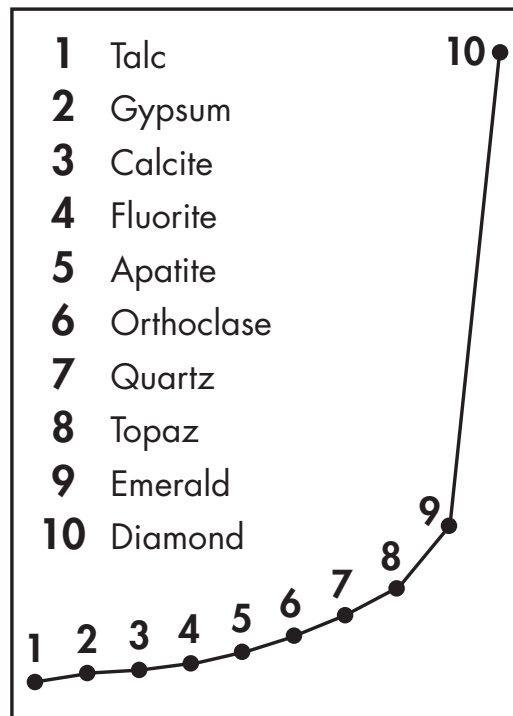
Hardness indicates how pure and tightly structured the mineral is in a gemstone. A geologist named Friedrich Mohs developed a scale to test the hardness of gemstones.

He simply scratched one gem with another. A gem can only scratch other gems that are softer than it is. Diamond, the hardest substance on Earth, can scratch anything but can only be scratched by another diamond.



Friedrich Mohs

The Mohs scale measures the hardness of various gems. For comparison, a fingernail has a hardness of 2.5, and a penknife measures 5.5.



	Diamond	Emerald	Jade	Opal	Pearl	Quartz	Ruby	Sapphire	Turquoise
Africa	✓	✓				✓	✓	✓	
North America			✓	✓	✓	✓			✓
South America		✓	✓			✓			
Europe	✓					✓			
Asia			✓		✓	✓	✓	✓	✓
Australia	✓		✓	✓		✓	✓	✓	
South Pacific					✓	✓			

Gems Around the World

What Are Some Types of Gems?

Diamonds are the hardest natural things in the world. Because diamonds can cut anything, including metal and stone, flawed diamonds are often put on saws and drill tips. Very rare diamonds can be yellow, red, or blue.



Diamonds are extremely popular for engagement rings.

One of the most famous diamonds, the Hope diamond, is not the largest, but it is an unusual sky-blue color. The largest diamond ever found is the Cullinan diamond, which was discovered in South Africa. It weighed over 3,100 carats and was as large as a pineapple.



The Hope diamond is one of the most famous diamonds in the world.



Do You Know?

Graphite, or pencil lead, is exactly the same mineral as diamonds. In graphite, the atoms are arranged in loose layers. This makes graphite very soft—so soft that if you rub it on a piece of paper, the atoms break off, leaving a pencil mark. In diamonds, those same atoms have been squeezed together so tightly that nothing except another diamond can scratch them off.

Rubies and sapphires are made of the same mineral. Rubies are always blood-red or pink. Any other form of the mineral, no matter the color, is considered a sapphire.



Red raw ruby (left) and two raw sapphires, one blue and one yellow

Do You Know?

Birthstones were first worn in the Middle Ages. Astrologers and fortune-tellers often associated birthdays with certain stars, planets, flowers, and gems. Your gemstone supposedly brought you good luck, protection, and wealth. There are different lists of birthstones in different places. The following is a current list of birthstones in the United States.

January	Garnet	July	Ruby
February	Amethyst	August	Peridot
March	Aquamarine	September	Sapphire
April	Diamond	October	Opal
May	Emerald	November	Topaz
June	Pearl	December	Turquoise



The quartz family is the most common of all crystals. Quartz is found all over the world, in all colors of the rainbow. The most valuable quartz is a stone called opal.



Quartz crystals are common and can grow very large.

Emeralds are another kind of crystal and are known for their strong green color. Gem-quality emeralds are rare and usually small, but people prize their color so much that emeralds are more valuable than diamonds.



Jade is one of the most beautiful stones. Jade can be lavender, white, and almost every shade of green, which is the most valuable.



Jade figurine (top); carving jade (above)



Turquoise is often speckled and striped with black.

Blue-green turquoise often has pretty spots and streaks running through it. Much of the world's turquoise is set in silver.

Natural pearls are not perfectly round and are very rare. It takes an oyster many years to create a pearl from a tiny bit of sand. Almost all of the beautiful round pearls in jewelry stores come from pearl farms. Pearl farmers place a round shell bead into an oyster's shell. The oyster covers the bead with a special substance to create a perfectly round pearl.



Natural pearls (inset) are rare and oddly shaped; cultured pearls from pearl farms are round.



This strip mine clears an immense area of land.

Conclusion

Beautiful gems can be found around the world. For centuries, people have killed and died for them. Mining gems with dynamite and strip mines is often dangerous, damaging both humans and the earth.

Scientists can grow gems in the lab that are identical to the finest natural gems but cost a thousand times less. One day, created gems might help fill our desire for gemstones' beauty while protecting Earth and its people.

Glossary

atoms (<i>n.</i>)	tiny particles that make up all substances (p. 6)
crystals (<i>n.</i>)	minerals formed in regular, tight patterns (p. 5)
facets (<i>n.</i>)	flat surfaces of a cut gemstone (p. 11)
grain (<i>n.</i>)	lines and patterns made by layers of minerals in a stone (p. 9)
opaque (<i>adj.</i>)	not see-through (p. 12)
organic gems (<i>n.</i>)	gems made from substances created by living things (p. 5)

Name _____

INSTRUCTIONS: Read each statement and predict whether it is true or false based on what you know about gems. As you read, confirm or revise your prediction in the third column. If you need to revise the statement, change it to a true statement and write it in the box. If you confirmed your prediction, write the page number that you found the answer.

Statements	T or F?	Revise or Confirm Your Prediction
1. Diamonds are formed by minerals being squeezed under layers of rock.		
2. A ruby is a crystal.		
3. Crystals are formed by volcanoes.		
4. Coral is a gem.		
5. The word <i>carat</i> , which refers to the size of the gem, comes from the name of the vegetable, <i>carrot</i> .		
6. Clarity refers to the color of the gem.		
7. Emeralds are the hardest natural things in the world.		
8. A flawed emerald can be worth more than a perfect diamond.		
9. Cultured pearls are made by machines.		

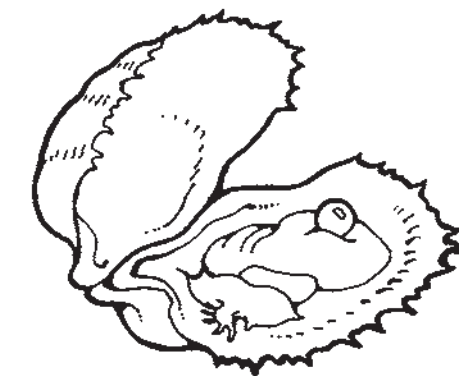
Name _____

INSTRUCTIONS: Use the boxes below to write the cause-and-effect sequence for each process.
You can look back in the book to help you.

How sapphires are formed (p. 7)

How opals are formed (p. 7)

How gems become jewelry (p. 10-12)



How amber is formed (p. 9)

How pearls are formed (p. 9)

Name _____

INSTRUCTIONS: Read the sentences below. In the blank on the right, tell whether they are simple, complex, or compound. Then circle the parts of the sentences and label them *subject*, *verb*, *phrase*, or *conjunction*.

Gems are beautiful, and they are valuable. compound

subject verb conjunction subject verb

People who cut gems are called lapidaries. _____

Emeralds are very rare. _____

Diamonds are the hardest things on earth,
and nothing else can scratch them. _____

Pearls, which are organic gems,
form inside oysters. _____

The brilliant cut has many facets. _____



Alice in Wonderland

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,625



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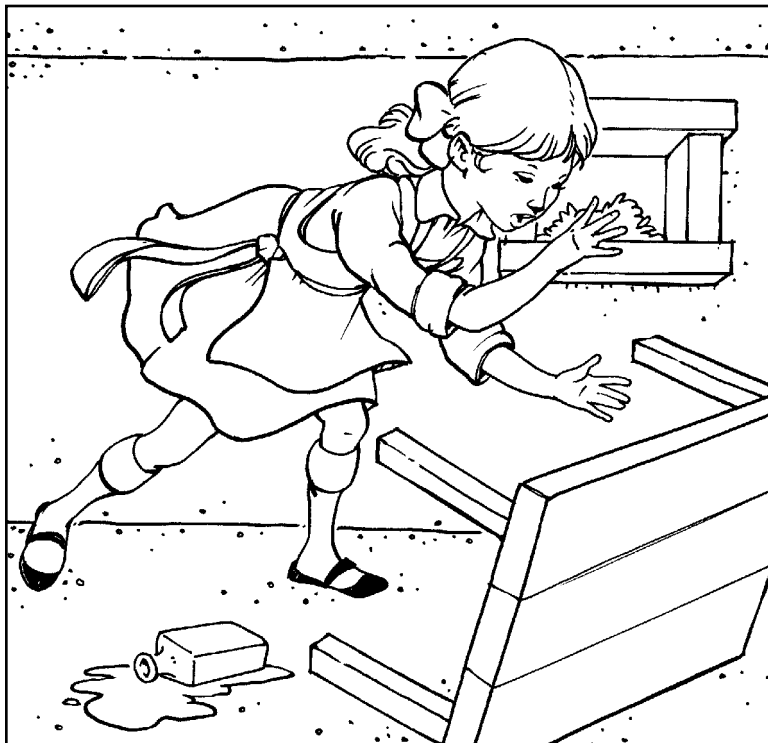
Alice in Wonderland



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Correlation

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Reading Recovery	22
DRA	34



In this classic story, Alice follows the White Rabbit down a rabbit hole. She encounters many strange characters and adventures, including drinks that make her grow and food that makes her shrink. This part of the story begins when Alice once again catches up with the White Rabbit, who seems to be in a very big hurry.



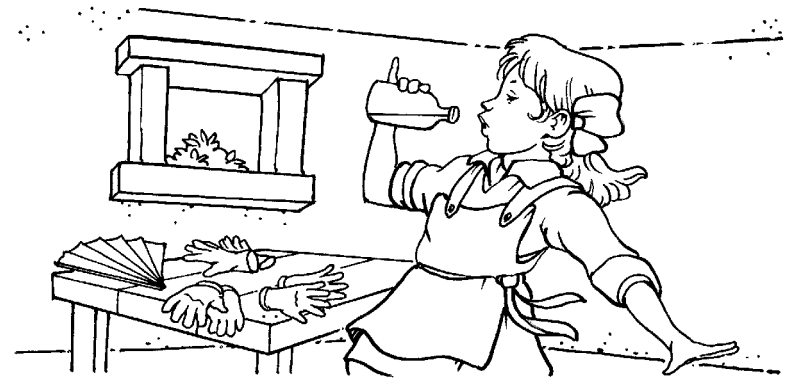
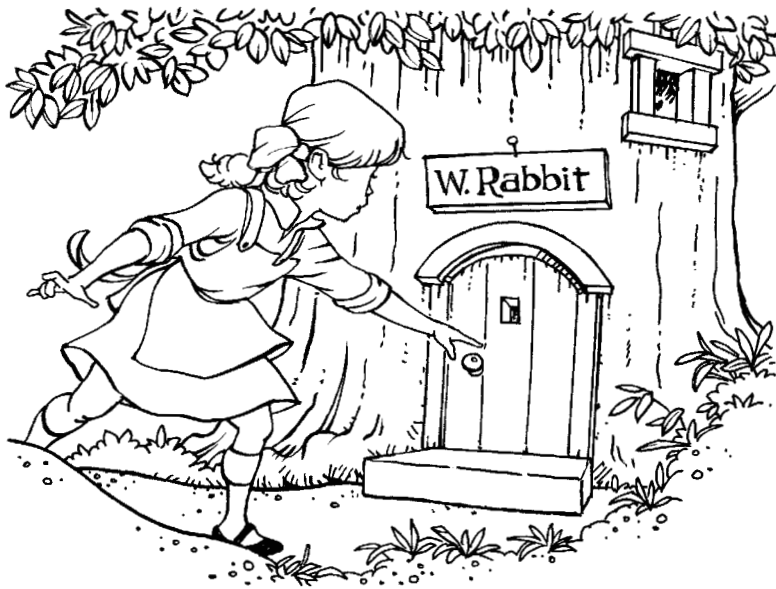
Very soon the Rabbit noticed Alice. He called to her in an angry tone.

“Why, Mary Ann, what are you doing here? Run home this moment and fetch me a pair of gloves and a fan. Quick, now!”

Alice was so frightened that she ran off at once in the direction he pointed without trying to explain the mistake he had made.

“He took me for his maid,” she said to herself as she ran. “But I’d better take him his fan and gloves—that is, if I can find them.” As she said this, she came upon a neat little house. On the door was the name W. RABBIT. She went in without knocking and hurried upstairs. She was very afraid that she might meet with the real Mary Ann and be kicked out of the house.

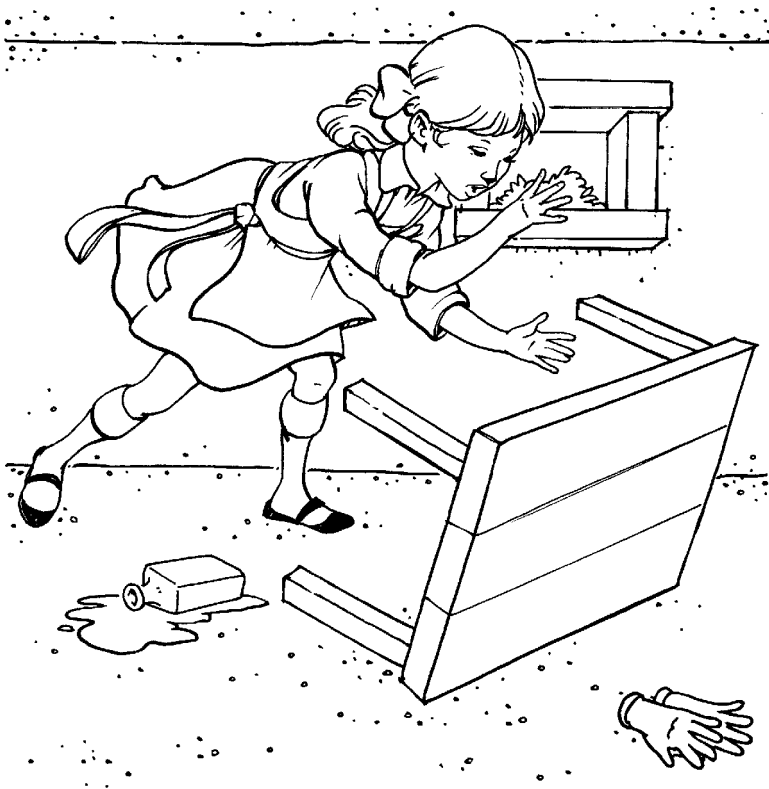
“How strange it seems,” Alice said to herself, “to be running errands for a rabbit! I suppose my cat Dinah will be sending me on errands next!”



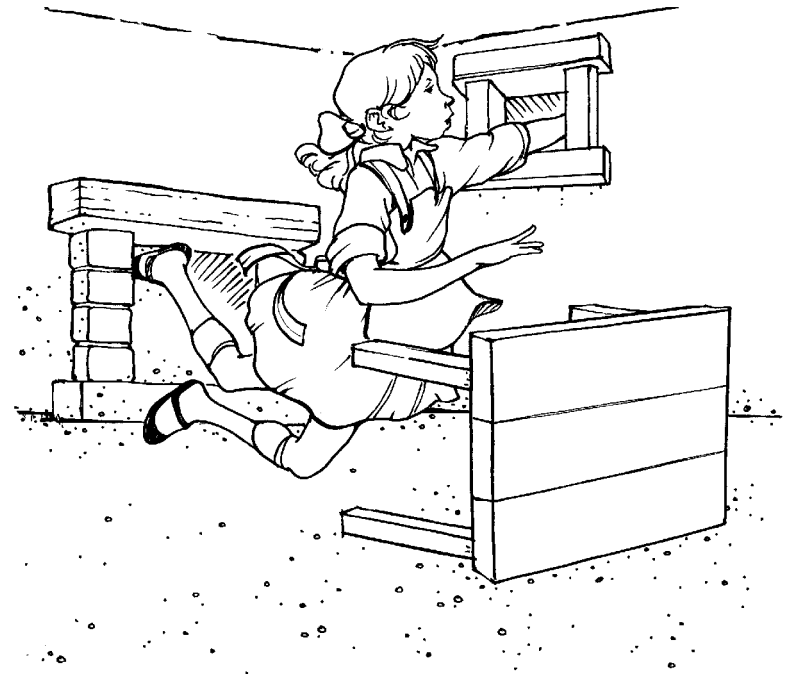
By this time she had found her way into a tidy little room with a table by the window. On it was a fan and two or three pairs of tiny white gloves. She took the fan and gloves, and was just going to leave when her eye fell upon a little bottle near the mirror.

There was no label this time with the words “DRINK ME.” Nevertheless she uncorked it and put it to her lips. “I know something interesting is sure to happen,” she said to herself. “Something interesting always happens when I eat or drink anything. So I’ll just see what this bottle does. I hope it’ll make me grow large again. I’m tired of being such a tiny little thing!”

It did indeed, and much sooner than she expected. Before she had drunk half the bottle, she found her head against the ceiling. She had to stoop to save her neck from being broken. She hastily put down the bottle, saying to herself, "That's quite enough. I hope I won't grow any more. As it is, I can't get out the door. I do wish I hadn't drunk so much!"



Alas, it was too late to wish that! She went on growing and growing, and very soon had to kneel down on the floor. In another minute there was not even room for this, and she lay with one elbow against the door and the other curled round her head. Still she went on growing. As a last resort, she put one arm out the window and one foot up the chimney. She said to herself, "I can do no more, whatever happens. What will become of me?"





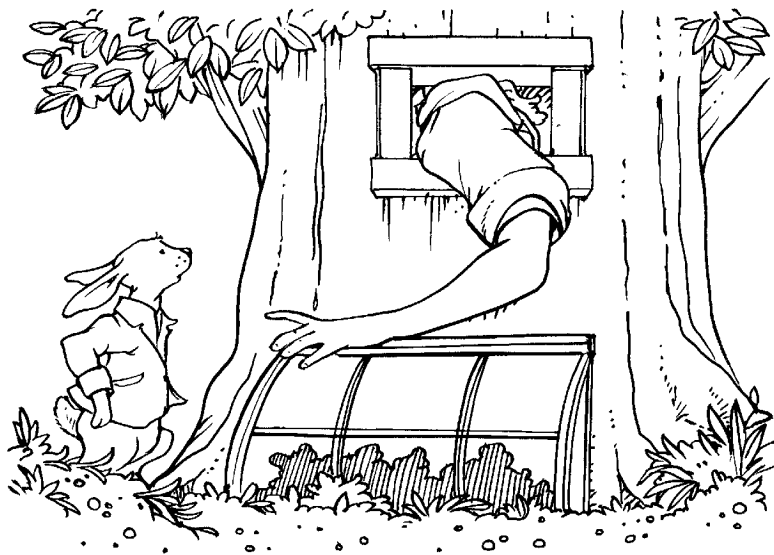
Luckily for Alice, the little bottle had had its full effect, and she grew no larger. Still, it was very uncomfortable, and there seemed to be no chance of ever getting out of the room again. No wonder she felt unhappy.

“It was much pleasanter at home,” poor Alice said to herself. “I wasn’t always growing larger and smaller, and being ordered around by mice and rabbits. I almost wish I hadn’t gone down that rabbit hole. And yet, it’s rather strange, you know, this sort of life. I wonder what will happen to me.”



“When I used to read fairy tales,” she said, “I imagined that this kind of thing never happened. Now here I am in the middle of a fairy tale! There ought to be a book written about me! And when I grow up, I’ll write one. But wait, I suppose I’m grown up now.”

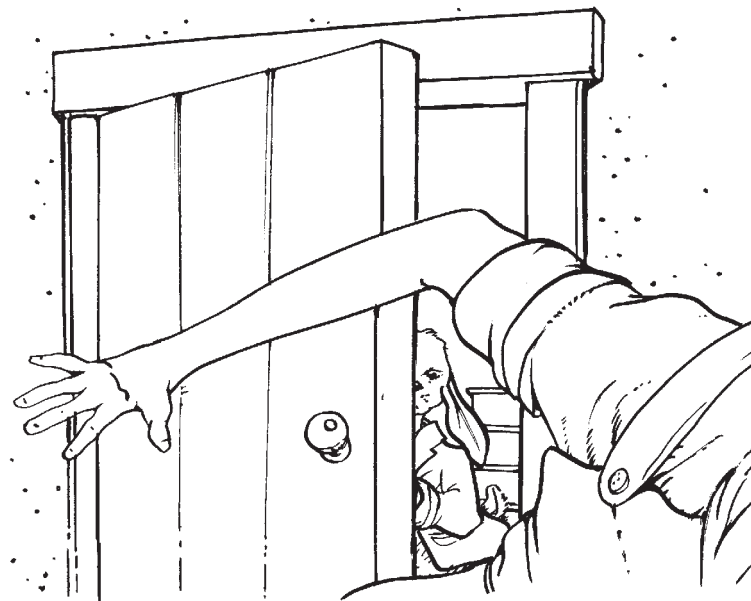
She continued in a sorrowful tone. “Won’t I ever grow up from where I am now? That will be good, in one way—I’ll never have to be an old woman. But then, I’ll also always have lessons to do!”



“Oh, you foolish Alice,” she answered herself. “How can you do lessons in here? Why, there’s hardly any room in here for you, and none at all for school books.”

She went on talking, taking first one side and then the other, until after a few minutes she heard a voice outside and stopped to listen.

“Mary Ann! Mary Ann!” said the voice. “Fetch me my gloves this moment!” Then came a little pattering of feet on the stairs. Alice knew it was the Rabbit coming to look for her.



The Rabbit came up to the door and tried to open it. But, as the door opened inwards and Alice’s elbow was pressed against it, that attempt failed. Alice heard him say to himself, “Then I’ll get in the window.”

That you won’t, thought Alice. After waiting until she thought she heard the rabbit just under the window, she suddenly spread out her hand and made a snatch in the air. She did not get hold of anything, but she heard a little shriek and a crash of broken glass.

Next came an angry voice—the Rabbit’s—
”Pat! Pat! Where are you?” And then a voice
she had never heard before. “Digging for
apples, your honor!”

“Digging for apples, indeed!” said the
Rabbit angrily. “Come and help me out of
this.” (Sounds of more broken glass.)

“Now tell me, Pat, what’s that in the
window?”

“Sure, it’s an arm, your honor!”



“An arm, you goose! Who ever saw one
that size? Why, it fills the whole window!”

“Sure, it does, your honor, but it’s an arm
for all that.”

“Well, it’s got no business there, at any
rate. Go and take it away!”

There was a long silence after this, and
Alice could only hear whispers now and
then. At last, she spread out her hand again
and made another snatch in the air. This
time there were two little shrieks, and more
sounds of broken glass.

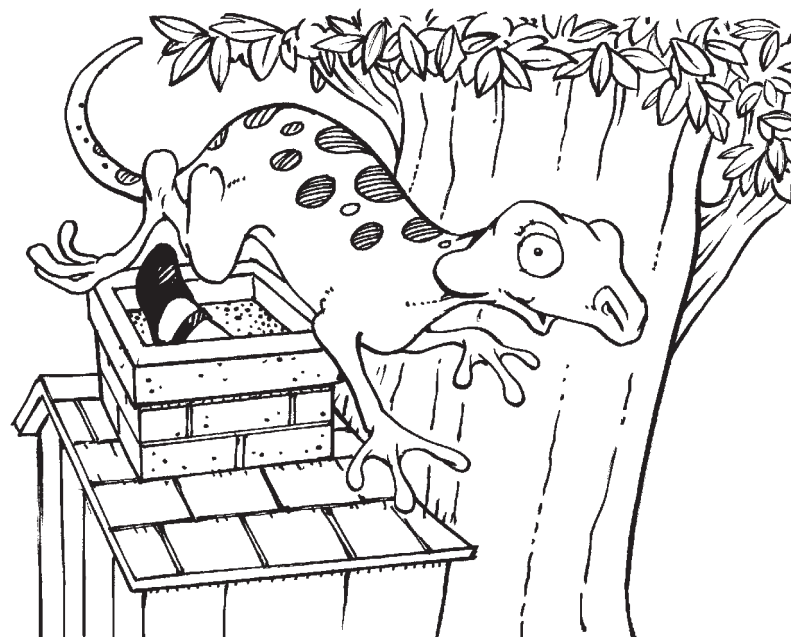




She waited for some time without hearing anything more. At last came a rumbling of little wheels and a good many voices all talking together. She made out the words: "Where's the other ladder?—Bill's got the other—Bill! Fetch it here, lad!—Here, put 'em up at this corner—No, tie them together first—Bill! Catch hold of this rope—Will the roof hold?—Mind that loose slate—Oh, it's coming down! (a loud crash)—Now, who did that?—It was Bill, I fancy—Who's to go down the chimney?—Nay, I won't! You do it!—Bill's to go down—Here, Bill! The master says you're to go down the chimney!"

"Oh! So Bill's got to come down the chimney, has he?" said Alice to herself. "This fireplace is narrow, to be sure. But I think I can kick a little!"

She drew her foot as far down the chimney as she could. She waited till she heard a little animal (she couldn't guess what it was) scratching and scrambling about in the chimney. "This must be Bill," she said to herself. Then she gave one sharp kick, and waited to see what would happen next.

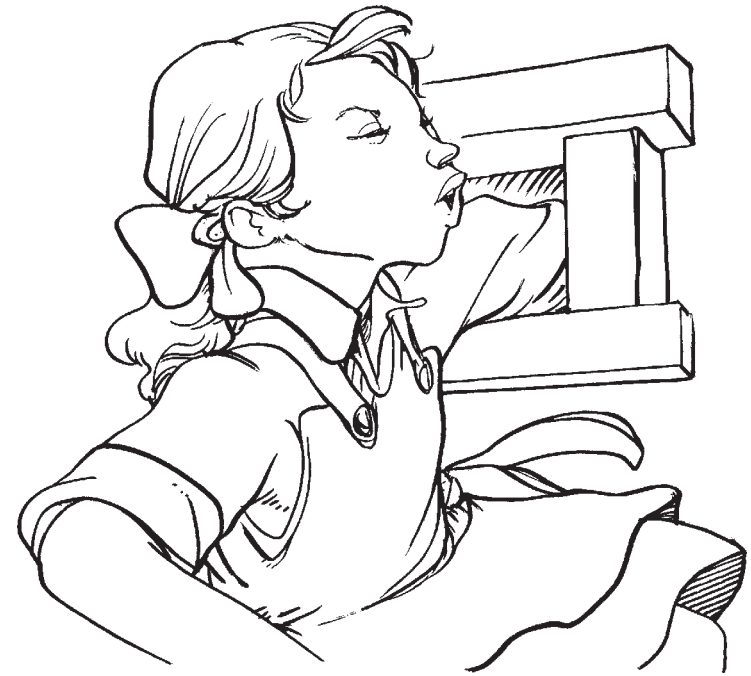




The first thing she heard was a chorus of “There goes Bill!” Then the Rabbit’s voice— “Catch him, you by the hedge!” then silence. And then another confusion of voices— “Hold up his head—Don’t choke him—How was it, old fellow? What happened to you? Tell us all about it!”

Last came a feeble, squeaking voice. (*That’s Bill*, thought Alice.) “Well, I hardly know—I’m a bit too flustered to tell you. All I know is, something comes at me like a Jack-in-the-box, and up I goes like a skyrocket!”

“So you did, old fellow!” said the others.



“We must burn the house down!” said the Rabbit’s voice. Alice called out as loud as she could, “If you do, I’ll set Dinah at you!”

There was a dead silence instantly. Alice thought to herself, *I wonder what they will do next? If they had any sense, they’d take the roof off.* After a minute or two, they began moving about again. Alice heard the Rabbit say, “A bucketful will do, to begin with.”

A bucketful of what? thought Alice. But she had not long to wonder, for a shower of little pebbles came rattling in at the window. Some of them hit her in the face.

“I’ll put a stop to this,” she said to herself. She shouted out, “You’d better not do that again!” which produced another dead silence.



Alice noticed with some surprise that the pebbles were all turning into little cakes as they lay on the floor. A bright idea came into her head.

If I eat one of these cakes, she thought, it’s sure to make some change in my size. As it can’t possibly make me larger, it must make me smaller, I suppose.

So she swallowed one of the cakes. She was delighted to find that she began shrinking. As soon as she was small enough to get through the door, she ran out of the house. She found quite a crowd of little animals and birds waiting outside.



The poor little lizard, Bill, was in the middle, being held up by two guinea pigs. They all made a rush at Alice the moment she appeared. But she ran off as hard as she could, and soon found herself safe in a thick wood.

If you would like to read more of Alice's adventures, ask your librarian to help you find Alice in Wonderland or Through the Looking-Glass by Lewis Carroll.

Name _____

INSTRUCTIONS: Under the name of each story element, write the element from *Alice in Wonderland*.

Characters
Setting
Problem
Solution
Plot

Name _____

INSTRUCTIONS: Find the verbs in each sentence and underline them. Circle the prepositional phrases that modify the verbs. Then create sentences using the prepositional phrases listed.

1. Before she drank half the bottle, her head bumped against the ceiling.
2. Very soon she had to kneel down on the floor.
3. One arm went out the window, and one foot went up the chimney.
4. Then little feet came pattering on the stairs.
5. She heard a little animal scratching about in the chimney.
6. Some of the pebbles hit her in the face.
7. The pebbles turned into cakes as they lay on the floor.

under the bed _____

outside into the rain _____

beneath the shade of some trees _____

through the streets _____

Name _____

INSTRUCTIONS: Read each word and think about its multiple meanings. You can look up the word in the book to see how it is used. Then write two definitions for each word in the blanks.

fan (p. 4)

1. _____
2. _____

side (p. 11)

1. _____
2. _____

business (p. 14)

1. _____
2. _____

hold (p. 15)

1. _____
2. _____

sharp (p. 16)

1. _____
2. _____

chorus (p. 17)

1. _____
2. _____

sense (p. 18)

1. _____
2. _____

Name _____

INSTRUCTIONS: Read each sentence and the word in parentheses. The word in parentheses is the word the author used in the story. Think of a word that means the same thing as the word in parentheses. Write it in the blank in the sentence. Then use each word in your own sentence.

1. Run home this moment and _____ me a pair of gloves. (fetch)
2. How strange it seems to be doing _____ for a rabbit. (errands)
3. Alice tried to stop growing and as a last _____ she put one arm out the window and a foot up the chimney. (resort)
4. Alice heard the _____ of feet on the stairs. (pattering)
5. The _____ says you are to go down the chimney. (master)

fetch

errands

resort

pattering

master

Harold the Dummy

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,617

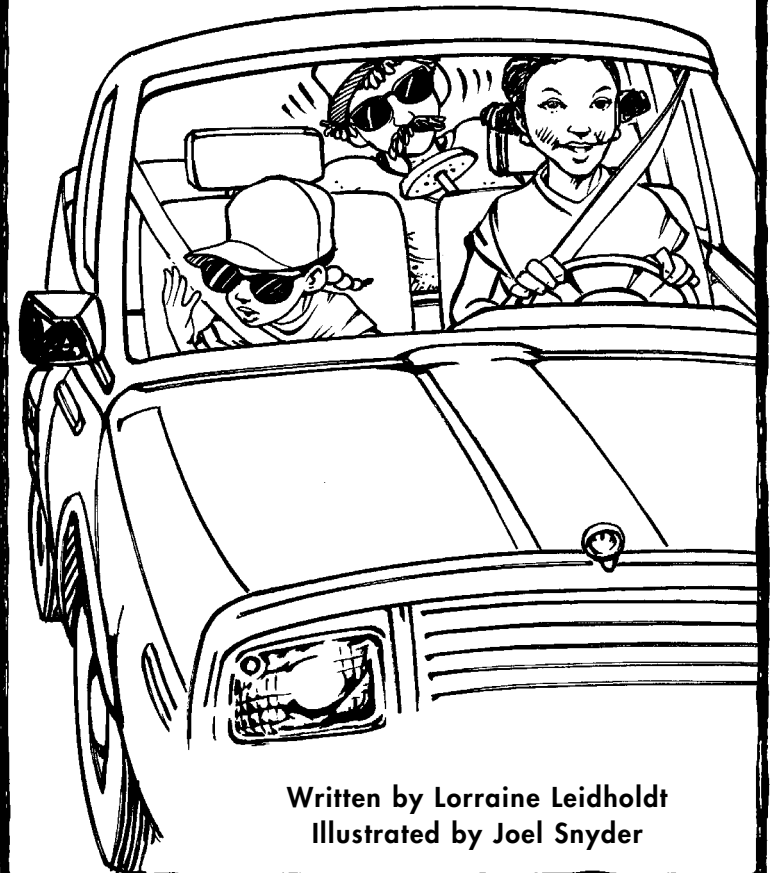



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Harold the Dummy



Written by Lorraine Leidholdt
Illustrated by Joel Snyder

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Harold the Dummy
Level S Leveled Reader
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Correlation

LEVEL S	
Fountas & Pinnell	O
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Chapter 1

There are two things a mother should never do. First, she should never, and I mean NEVER, name her daughter Ermaline, even if it was her grandmother's name.

I'd liked my name until I started kindergarten, but then kids teased me, making silly rhymes like "Ermaline the jelly bean" and "Ermaline's a trampoline." Kids still tease me about my name, but I'm used to it now.

The second thing a mother should never do is to make her daughter travel with a dummy, no matter how good her reasons are.

It's like this: one day, when Mom came home from getting her hair done, she was carrying a Styrofoam wig stand shaped like an egg. This egghead had no eyes, ears, nose or mouth. The minute I saw it I knew there was trouble ahead.

"Ermaline, let's go to Sally's Second Hand Store. I have a great idea I know you will just love," she said.

"Oh, no, Mom, what are you going to do to me now?" I asked.

"Just get in the car, Ermaline. It's a surprise!" she said.



At Sally's, Mom gave me two dollars to spend and told me to look around while she shopped. But instead of looking around, I spied on Mom while she picked out a man's black long-sleeved tee shirt and a pair of men's sunglasses. I watched as she dug through a pile of wigs that looked like road kill, finally picking a scruffy black one.

Next, Mom sorted through baseball caps, bonnets, **berets**, and fishing hats. She added a purple baseball cap to her selections. I couldn't stand it any longer—I *had* to find out what she was up to.

"Mom, what *are* you doing?" I asked.

"I'm going to make a dummy, Ermaline," she said as she paid for the stuff.

"A what?" I asked in disbelief.

"You heard me, Ermaline—a dummy. When we ride in the car, we'll put him in the back seat so it looks like we have a man with us. That will make us safer, especially when we take those long drives for our summer vacation," she explained.

My mom had found another way to totally embarrass me.



Chapter 2

I love my mom, but she is a **certified** safety **fanatic**. We already had three dead bolts on our apartment door, motion detector lights outside, and automatic timers on all our lamps. As if these things weren't enough, Mom had also **customized** our doorbell. Instead of ringing like other people's doorbells, our doorbell barked and growled. Mom had hooked the doorbell switch to a tape recording of a dog.

"Mom," I begged, "please, please, please don't do this to me. I mean, this is, like, totally weird. Don't make me ride with a dummy."

In spite of my whining, Mom went to work on the dummy in the kitchen.

"Our dummy will need ears," she said. "What kind of ears should I make? Big ones, little ones?"

"Oh, please, please, please, Mom," I pleaded. "Don't do this to me."

But Mom went right ahead and made the ears out of Styrofoam and glued them to the wig stand. To me, they looked like big question marks.



"He needs a nose now, Ermaline. What type of nose should he have? A **Roman nose** with a bump in the middle, or maybe a snub nose . . ."

Mom answered her own question. "I'll make him a Roman nose—a roman nose is a good, strong nose, like an eagle's beak," she said as she **whittled** the nose out of Styrofoam. Mom glued the nose on the wig stand and took a few steps back to admire her handiwork.

"He's looking good, right Ermaline?" she asked.

I gagged.

Mom went on. "This wig stand is pure white, Ermaline. How can we make it flesh colored?"

"We could bury it in the backyard for a few years," I offered.

"I'll use a pair of pantyhose!" she said as she dashed into her bedroom and came out carrying a jumble of pantyhose.



Mom held up a pair of pantyhose and inspected it, saying, "This color is too pale—he'd look sick."

I groaned.

Mom sorted through the pile some more. "Here's a darker color that should be perfect. What do you think, Ermaline?"

I whimpered.

Mom pulled and tugged the pantyhose over the wig stand, and then she held it up, turning it around in her hands, admiring her work. "I don't think he needs eyes—I'll just put the sunglasses on him, and no one will know the difference."

On went the sunglasses and then the scruffy black wig. "Awesome!" Mom shouted. I couldn't stand to watch anymore, so I went outside. I climbed into my tire swing and spun in circles, hoping to barf. If Mom thought she was making me sick, she might change her mind about making the dummy, but I had no such luck. I didn't barf, and a little while later, Mom came outside.

"Ermaline, I'm finished with the dummy," she announced. "Come and see."



I **plodded** back into the house and took a look. The dummy looked like my worst nightmare. Mom had added a mustache and stuffed the tee shirt with towels and blankets so the dummy had shoulders like a football player and arms like a wrestler.

"Oh, please, please, please, Mom, don't make me ride in the car with this thing! Kids will point and laugh at me! I'll, like, totally die of embarrassment! If that thing had a leather jacket, it'd look like a member of a motorcycle gang."

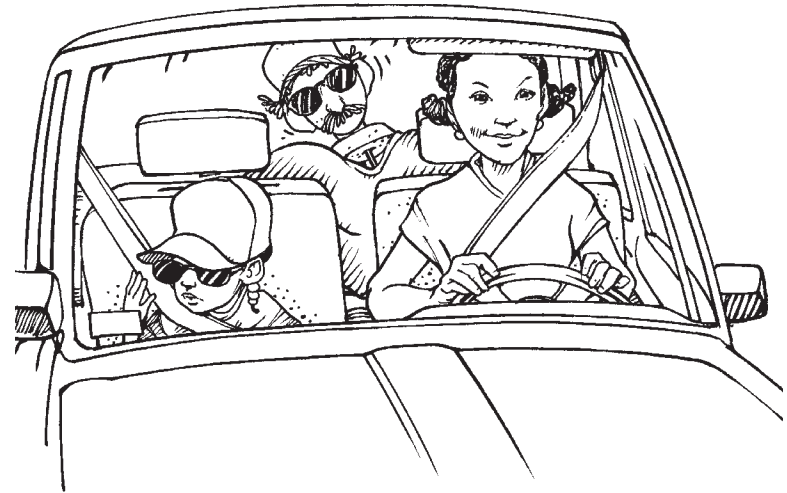
"What a good idea, Ermaline. If I could afford a leather jacket, I'd buy him one." Mom patted and adjusted the dummy's clothing some more. "I had to use a wooden cooking spoon to attach his head to his body," she explained. "His head is kind of wobbly, but I don't think it'll fall off."

I groaned, but then I noticed something odd. "Why doesn't he—er, it—have any legs?" I asked.

"When he's sitting in the car, no one will see the lower part of his body," she explained, "so he doesn't need legs. Help me name him, Ermaline."

I couldn't speak—name a dummy?

"Let's name him Harold," Mom suggested. "Harold is a good, strong name, like Ermaline."



Chapter 3

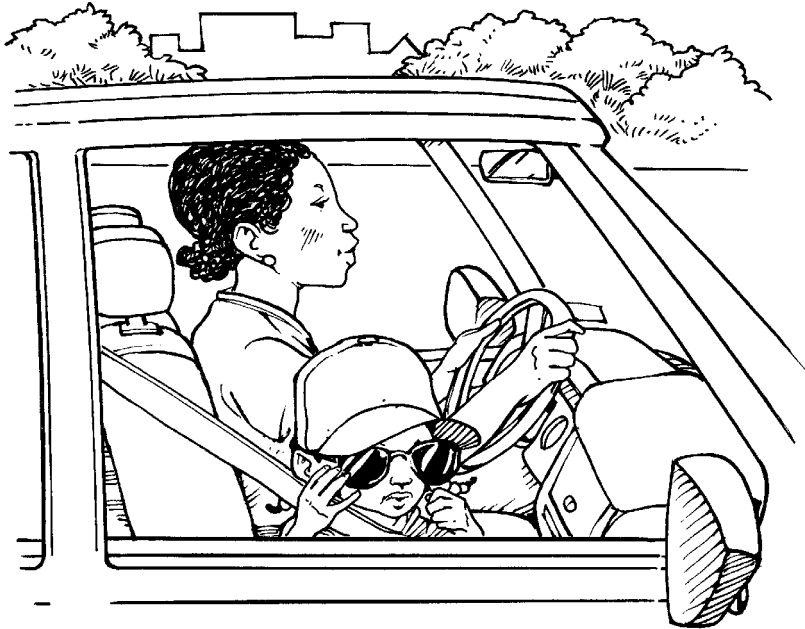
From that moment on, Harold went wherever we went in our car. He sat strapped in the back seat, staring straight ahead. His head wobbled at every corner we turned and over every bump in the road.

From a distance, Harold might be mistaken for a real person. But up close, Harold looked like what he was: a dummy. The first time my friends saw him, I nearly died of embarrassment.

"Oh, look," they teased, "now there are two dummies in Ermaline's car!"

Every time I had to ride in the car, I put my sunglasses on and pulled a hat down over my face, hoping no one would recognize me. I never got used to riding with that dummy.

School finally ended and summer vacation time came. Mom and I packed our car, planning to leave on our trip up north the next day. When we finished packing, I laid Harold on the back seat and covered him with a blanket. I did this every night so it wouldn't look like there was a man spending the night in our car.



Then Mom and I went to bed. In the middle of the night, the barking and growling of a dog woke us up. Someone was ringing our doorbell!

"Who is it? What do you want?" Mom called through the locked door.

"This is police officer Alice McDuff," answered a voice. "I need to talk to you."

Mom unlocked the three dead bolts and opened the door, and there stood a police officer holding Harold in her arms.

"Is this your, er, dummy, Ma'am?" Officer McDuff asked politely.

“Yes, that’s Harold, our traveling dummy,” Mom said. When she noticed the confused look on the police officer’s face, she explained about Harold. I expected the police officer to laugh at Mom’s idea, but instead, she said that Mom’s idea was really smart.

“What are you doing with Harold?” I asked. “We left him in the back seat of our car.”

“Your car was broken into,” replied Officer McDuff. “Your apartment security guard found a guy **unconscious** in the parking lot next to your car. We think that the guy uncovered your dummy and was so startled that he fell and knocked himself out on the pavement,” she continued.



“The guy is a thief we’ve been after for a long time. Tell you what—I’ll lock your car for you tonight. Tomorrow morning, though, before you leave, I’ll have a TV news reporter here to interview you about your, er, dummy. This is quite a story.”

Mom and I went back to bed, but I didn’t sleep the rest of the night, knowing that tomorrow I would be totally **humiliated** once again.





Chapter 4

The next morning, the mayor and Officer McDuff came with TV reporters. I hid in my bedroom and peeked around the corner while Mom was interviewed. My eyes nearly popped out of my head when I saw the mayor put a ribbon with a medal that said “Good Citizenship Award” around Harold’s neck. Everyone clapped.

I couldn’t believe it—Harold the Dummy had become Harold the Hero!

When all the excitement was over, Mom and I got ready to leave. For a second, I considered putting Harold in the front seat so people could see him and his medal better.

Then I came to my senses and climbed in the front seat next to Mom.

Glossary

berets	round, flattened, pancake-shaped French hats (p. 6)
certified	official; having been given an official certificate or registration; often used as a joke (p. 8)
customized	made personal; made special for one person (p. 8)
fanatic	person who is obsessed with something (p. 8)
humiliated	completely embarrassed (p. 20)
plodded	walked heavily and slowly (p. 14)
Roman nose	a long, large nose that has a bend in the middle, common on ancient Roman statues (p. 10)
unconscious	passed out (p. 19)
whittled	carved with a knife (p. 10)

Name _____

INSTRUCTIONS: Choose either Ermaline or her mother. List words or phrases to describe the character in column one. Write how you know what the character is like in column two. Do you know this from what she says, what she does, or what someone says about her?

Words That Describe _____	How I Know This



Name _____

INSTRUCTIONS: Read the sentences and put commas after the introductory phrase and/or clause. Remember, clauses have subjects and verbs. Write P or C next to the sentence to tell whether you found a phrase or a clause. Be careful—some sentences might have both phrases and clauses.

Sentences	P or C?
1. One day when Mom came home from getting her hair done she was carrying a wig stand.	
2. At Sally's Mom gave me two dollars to spend.	
3. When we ride in the car we'll put him in the back seat.	
4. As if these things weren't enough Mom had also customized our doorbell.	
5. Instead of ringing like other people's doorbells our doorbell barked and growled.	
6. In spite of my whining Mom went to work on the dummy.	
7. If Mom thought she was making me sick she might change her mind about the dummy.	
8. From that moment on Harold went wherever we went.	
9. From a distance Harold might be mistaken for a real person.	
10. When we finished packing I laid Harold on the back seat and covered him with a blanket.	
11. In the middle of the night the barking and growling of a dog woke us up.	
12. Tomorrow morning before you leave I'll have a TV news reporter here to interview you.	

Name _____

INSTRUCTIONS: Add the suffix *-ment* to the words, and use the new words in sentences.

enjoy _____

pave _____

equip _____

move _____

pay _____

excite _____

employ _____

argue _____

announce _____

treat _____

Name _____

INSTRUCTIONS: Read the sentences from the text. Then rewrite the sentences using words or phrases that mean the same as the words in bold.

She is a **certified** safety fanatic.

Mom had **customized** our doorbell.

“I’ll make him a nose,” she said as she **whittled** the nose out of Styrofoam.

I **plodded** back into the house.

Your apartment security guard found a guy **unconscious** in the parking lot.

I would be totally **humiliated** once again.



Harriet Tubman and the Underground Railroad

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,258



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Harriet Tubman and the Underground Railroad



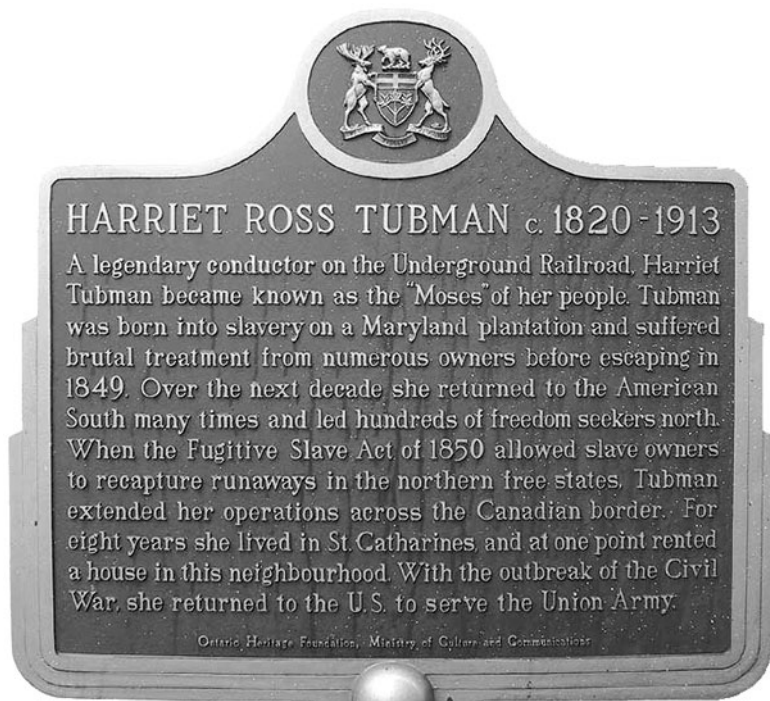
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Harriet Tubman

and the

Underground Railroad



Written by Terry Miller Shannon
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Slaves were sold at humiliating auctions.

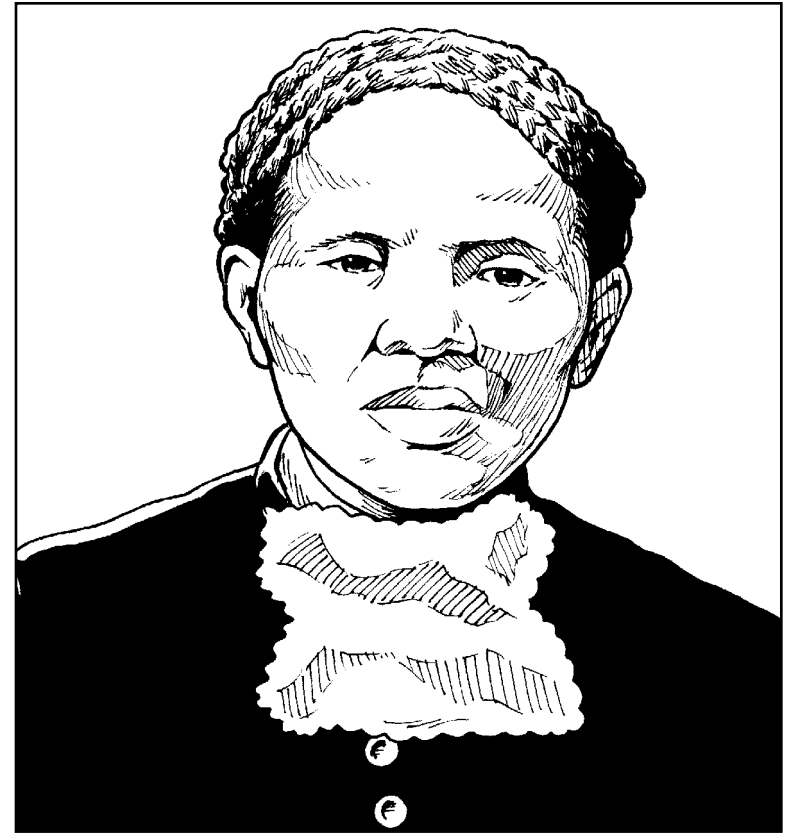
Born a Slave

Long before Harriet Tubman was born, her great-grandmother was taken from her home in Africa. The kidnappers packed Harriet's great-grandmother into a small wooden ship with hundreds of other Africans and sent her to the United States. Once she arrived, she was sold to the owner of a large farm called a **plantation**. She became a slave.

Harriet's great-grandmother was the human property of a man she called her master. All of her children and grandchildren were slaves, too. The slaves were forced to do hard labor and were punished cruelly at times. They received no pay, only **meager** food and housing that was no better than that of farm animals. They were often not taught to read and write. Slaves had no freedom to go where they wanted, and they were sometimes not allowed to marry or raise their own children. Members of slave families were sometimes sold to different masters, breaking up the family.



Harriet's entire family was forced to work without pay.



Harriet Tubman

Harriet was born as a slave around 1820. Like all slave children, she could not run and play; she worked all the time. Harriet was a hard worker, but when she did not obey her owner, she was whipped cruelly. When she saw her owner sell two of her sisters, Harriet was terrified that she would also be sold and have to leave her family.

Dreams of Escape

When she was a young girl, Harriet tried to help an escaping slave. The slave's master threw a metal weight at her, and it struck her in the head. Harriet almost died from the wound on her forehead. For the rest of her life, she had headaches and sleeping spells because of her injury.



The weight left Harriet with a large scar on her head.

Harriet's life was harsh, but she had dreams. People called **abolitionists**, who were against slavery, had begun to speak out against the injustice of owning other human beings. Some abolitionists helped slaves escape to northern states or to Canada, where slavery was illegal. Harriet dreamed of living as a free woman in the North.

Slaves went to great lengths to escape to freedom. Some shipped themselves north in boxes. One man, Henry "Box" Brown, nearly died during his escape when the box he was in was turned upside down for hours. Henry made it to Philadelphia, and freedom, after twenty-six hours in his box.



Henry "Box " Brown



The Crafts were one of many families that used clever disguises to escape.

One light-skinned slave woman, Ellen Craft, disguised herself as a white man accompanied by a slave. The slave was actually her husband, William Craft. The Crafts traveled by train and steamship, and reached Philadelphia on December 25, 1848.

When Harriet started planning her own escape, she wanted her husband, a free slave, to join her. He refused, **mocking** her for wanting to leave, and threatened to report her to her master. But Harriet was determined to become a free woman.

One day, Harriet's owner died. Harriet knew the slaves would be sold; it was time to go. Harriet and two of her brothers ran away, but soon after they left, the brothers gave up, forcing Harriet to return with them.



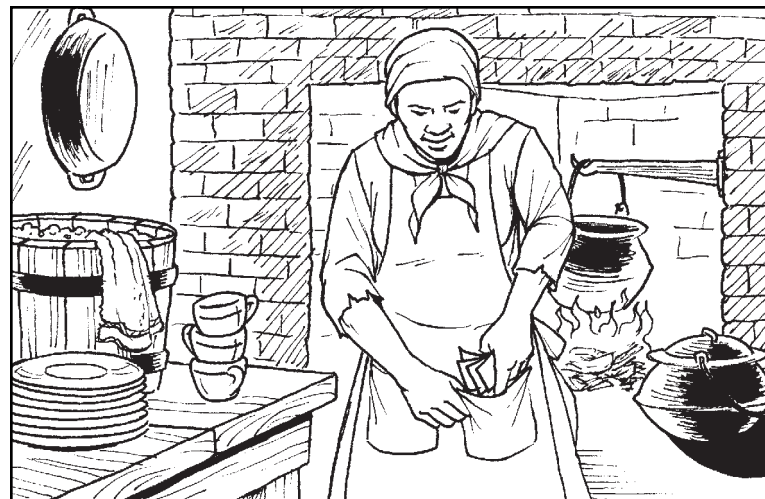
If Harriet had continued, her brothers may have been tortured into revealing where she was going.



Abolitionists' help allowed Harriet to escape north.

Two nights later, Harriet escaped alone. She went to the home of an abolitionist woman who had offered help. The woman fed Harriet and let her sleep, and then she directed Harriet to the next safe place. When Harriet reached that house, the people there directed Harriet to her next stop. This secret network of safe homes was called the **Underground Railroad**.

To escape, Harriet walked 100 miles (160 km), alone, through unknown land. She traveled at night and hid during the day. Finally, she arrived at the border of Pennsylvania, a state where slavery was illegal. Harriet was free!



Even in the north, African-Americans were paid little.

Leading Others to Freedom

When Harriet reached freedom, she was overjoyed. "There was such a glory over everything," she said when she remembered that day. "The sun come like gold through the trees."

Harriet went to work. She cooked, washed dishes, and cleaned people's houses. Now that she was free, people actually paid her to work for them. But Harriet was not content to sit back and enjoy her freedom—she saved the money she earned so that she could help free others.

Harriet made nineteen **perilous** trips back to the South, ignoring her own danger in order to become a conductor of the Underground Railroad. She guided escaping slaves from one safe resting place to another. A “station” on the Underground Railroad was usually an abolitionist’s home, or sometimes it was a church or another safe resting place. Some of the “stations” had secret rooms to hide the escaping slaves. Sometimes the slaves rode from place to place hidden under false bottoms in conductor’s carts.



Harriet guided escaping slaves to safe houses.

In 1850, the United States passed the Fugitive Slave Act, which made it a law that the Northern states had to return any escaped slaves to their owners. Now Harriet had to conduct her passengers all the way to Canada to find freedom.





Do You Know?
People working in the Underground Railroad used code words:

- **Freight** meant escaping slaves.
- **Stations** were safe houses or other places to stay.
- **Conductors** were the people helping the slaves escape.
- **Lines** were the routes north to freedom.

After the Fugitive Slave Act, Canada was the closest free place.



Harriet often disguised herself as a man.

How She Did It

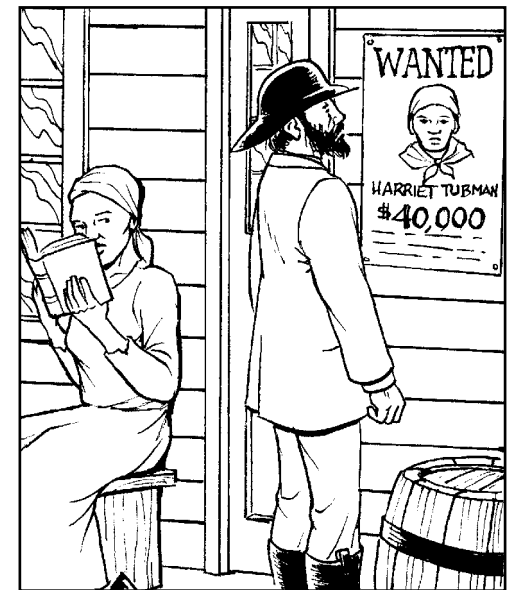
Many called Harriet a “master of disguise.” Sometimes she dressed as an old woman, and sometimes she disguised herself as a man. It is said that one day, she met one of her former owners, and he didn’t recognize her!

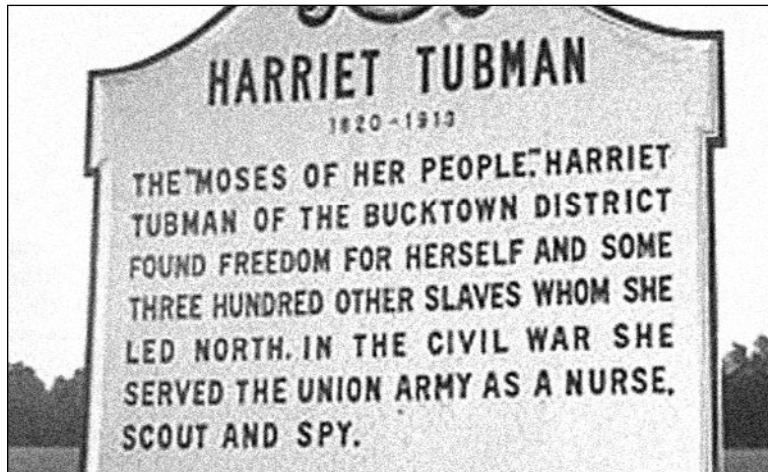
Harriet was clever in other ways. She hired men to rip down wanted posters that described runaway slaves. Runaway notices, which were printed in the newspaper, weren’t put in newspapers on weekends—they had to wait until Monday morning. Harriet began escapes on Saturday nights in order to have a head start.

If Harriet saw people she thought were slave hunters, she’d turn and go south, to make it look as though she was not trying to escape. She gave crying babies a drug that helped them sleep quietly. If the escaping slaves wanted to turn back, she forced them to keep moving north to freedom. She boasted that she never lost a passenger.

Slave owners were furious, and they offered a reward for Harriet’s capture, dead or alive. The reward was \$40,000—an enormous amount of money for those days. One day, Harriet overheard a man reading her own wanted poster, which described Harriet as not being able to read. She immediately pulled out a book and pretended to read it, and the man left without giving her a second look.

Even with the reward, no one turned Harriet in.





This is one of many memorials honoring Harriet Tubman.

Harriet helped many of her own relatives out of the South. Thanks to Harriet, six of her ten brothers and sisters escaped. On one difficult journey, she brought her elderly parents north to Canada.

Harriet led about three hundred slaves north to freedom. Nothing was more important to her than helping others become free. One famous abolitionist, John Brown, called Harriet Tubman “one of the bravest persons on this continent.” People called Harriet the “Moses of her people,” because like Moses of the Bible, she led her people to freedom.

The End of Slavery

On April 12, 1861, the Civil War began. The North and South fought each other over the right to own slaves. During the war, Harriet worked as a nurse for the North’s Union Army. She was also a spy, scouting out the Southern army’s weapon warehouses, and she continued to travel into the South to lead slaves north.



Harriet led Union soldiers to arms and ammunition stores.

Do You Know?

How many slaves escaped to freedom via the Underground Railroad? No one knows.

While it’s true that many reached the North and became free, some did not. Many escaping slaves were discovered, captured, and returned to their masters. Others died while trying to flee. The exact number of Underground Railroad successes is unknown because secrecy was so terribly important.

When the Civil War ended in 1865, slavery became illegal in the United States. Harriet remarried and lived in Auburn, New York. She sold vegetables door-to-door. Harriet was very poor, yet she turned her own house into a home for needy freed people. She worked for aid and education for freed slaves. Harriet also fought for the right of women to vote.

Harriet Tubman died March 10, 1913. She devoted her long life to freedom. She will always be remembered as a true hero.



The Harriet Tubman Home housed elderly freed slaves.

Glossary

abolitionists	people who fought to make slavery illegal (p. 8)
meager	very little (p. 5)
mocking	making fun of by imitating (p. 10)
perilous	filled with danger (p. 13)
plantation	a large farm owned by a wealthy person or family where the work is done by others (p. 4)
Underground Railroad	the system of houses and other safe places that provided a way for slaves to escape north to freedom (p. 11)

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abolitionists, 8, 11, 13, 17
 Civil War, 18, 19
 Ellen and William Craft, 9
 Fugitive Slave Act, 14
 Henry "Box" Brown, 8
 master, 5, 7, 10, 18
 plantation, 4
 Underground Railroad, 11, 13, 14, 18

Name _____

INSTRUCTIONS: Write the missing cause or effect for each event.

Cause	Effect
Harriet's owner died.	
	Harriet was free.
Harriet cooked and cleaned for other people.	
	Northern states had to return escaped slaves to their owners.
	Harriet made her escapes on Saturday nights.
Harriet pretended she could read.	
Harriet led her people to freedom.	
	Slavery became illegal in the United States.

Name _____

INSTRUCTIONS: For part 1, underline the subject of each sentence and circle the predicate of each sentence. For part 2, use the subjects and predicates from the box to write three of your own sentences. You may re-use any of the subjects or predicates.

Part 1

1. The slave's master threw a metal weight at her.
2. The Crafts traveled by train and steamship.
3. Harriet worked for other people.
4. The United States passed the Fugitive Slave Act in 1850.
5. Slave owners offered a large reward for Harriet Tubman.

Part 2

Subjects	Predicates
Harriet Tubman	helped escaping slaves
the Underground Railroad	was brave and clever
the Crafts and Henry "Box" Brown	escaped slavery and eventually lived in Canada

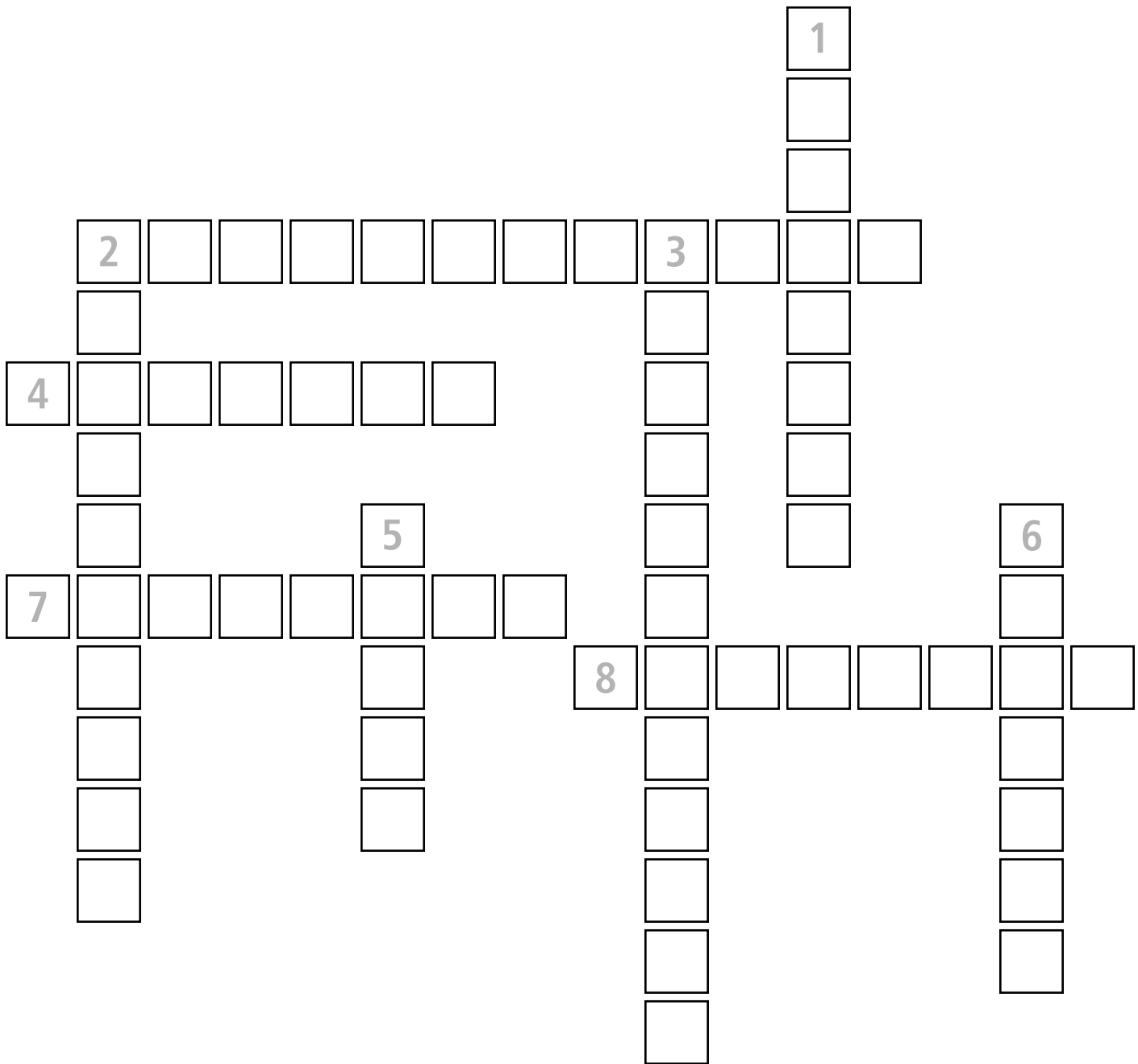
1. _____

2. _____

3. _____

Name _____

INSTRUCTIONS: Read each definition. Put the proper word in the crossword puzzle.



ACROSS

2. the state where Mrs. Tubman became a free person
4. "The Moses of her people"
7. The Underground _____
8. At the end of this, slavery was illegal in the United States of America

DOWN

1. filled with danger
2. a large farm owned by a wealthy person where the work was done by others
3. a person who opposed slavery
5. to make fun of by imitation
6. what the slaves called a safe house

National Parks

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,397

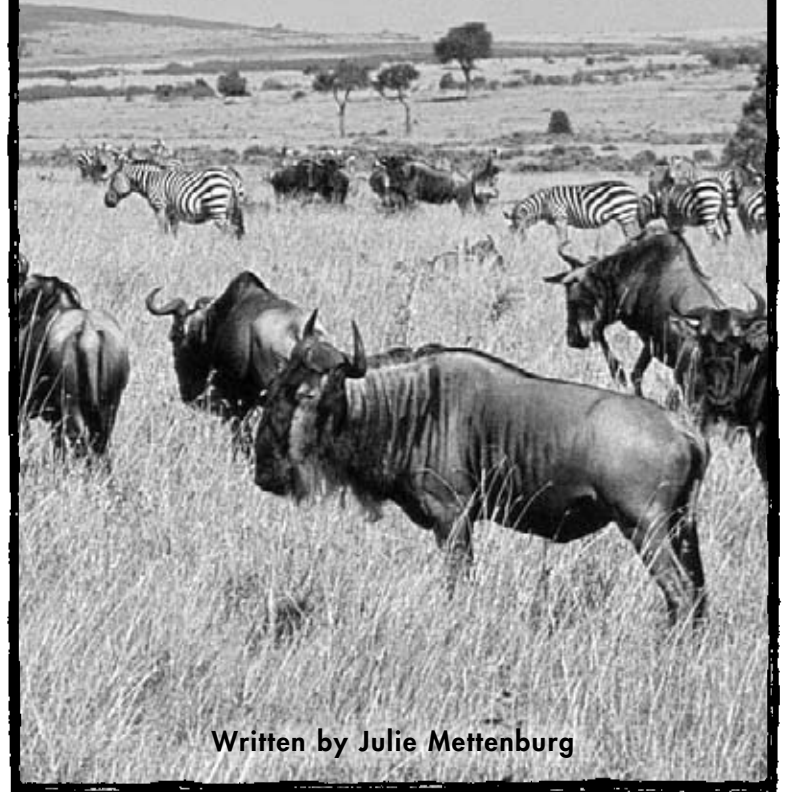


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NATIONAL PARKS



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NATIONAL PARKS



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Front cover: Wildebeests and zebras in Serengeti National Park,
Tanzania and Kenya

Title page: Monument Valley, Utah and Arizona, U.S.A.

Back cover: Geyser at Yellowstone National Park, Wyoming, Idaho,
and Montana, U.S.A.

National Parks
Level S Leveled Reader
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Find a special place of your own.

Your Special Place

Imagine stumbling upon a special place in the wilderness that's all your own. As you pick your way across a slick log, you can hear cool water trickling in a stream below. The sun reflects off the red canyon walls while an eagle soars quietly overhead. Dry grasses rustle around the perfect hiding spot, and gazelles leap in the distance.

Untouched places like this are becoming rare as humans use more and more land for farming, housing, and taking resources. But thankfully, many nations of the world have preserved areas of wilderness as national parks. In national parks, you can still find your own special place.

The Value of Parks

Protected lands are important for many reasons. Many national parks protect a rich **diversity** of plants and animals that might otherwise be changed by human development. In a protected area, native plants and animals can exist without interference by humans. Endangered animals can survive without the threat of habitat destruction and hunting.

Many parks protect cultures and their histories. In the world's national parks, you can see **artifacts**, or objects left behind from past civilizations. Some preserve an ancient way of life still in practice.



The Grand Canyon is one of the most famous national parks.



Yellowstone has many geysers.

National parks also provide wild, untouched places where people can get away from it all. Visitors can view rare wildlife, unique landforms, ancient artifacts, and pieces of their own history. They also can surround themselves with the beauty of nature through hiking, backpacking, camping, and other activities.

The United States gets the credit for setting aside the first national park in 1872. President Theodore Roosevelt created Yellowstone National Park in Wyoming, Idaho, and Montana. Roosevelt loved the outdoors, and he recognized the unique and fragile beauty of Yellowstone's steaming geysers, pools of bubbling mud, and abundant wildlife.

Today, hundreds of countries around the world have joined the **preservation** effort. There are more than 1,000 areas of preserved land around the world.

Now that you know a little about national parks, let's explore a few up close. Maybe one of these will contain your special place.



Do You Know?

Around the world, there are many types of sites that are protected by the government. Here are just a few of the **designations** you might see:

- National park
- National monument
- National forest
- Game preserve
- World Heritage Site
- National reserve
- Preservation area

World-Famous Wonder: Serengeti National Park and Masai Mara Reserve

Tanzania and Kenya—Films and photographs from the Serengeti (SARE-en-GET-ee) are perhaps the most famous images of Africa. Dry grasses rustle across broad landscapes colored brown, red, and orange by the African sun. Lions, gazelles, zebras, and antelope lounge peacefully on the immense plains.

In 1913, an American hunter “found” the Serengeti, still unknown to Westerners, and introduced it to the world. But the Masai (MAH-sai) people have called it home for thousands of years. They herd cattle and live in traditional villages in the Kenyan portion of the park. The Masai are famous for their beautiful red clothing, jewelry, and body paint. To the Masai, the Serengeti has always been Siringitu: “the place where the land goes on forever.”



Masai child



The Serengeti plains feature plentiful wildlife.

The Serengeti is one of the oldest and largest **savannas**, or dry grasslands, on Earth. It is the last home of many of the most famous African animals. Every year, hundreds of thousands of wildebeests and zebras **migrate**, or move across the plains, following the seasonal rains. Amazing predators, including lions, crocodiles, cheetahs, and hyenas, follow them. Several of the Serengeti's animals, including rhinos, cheetahs, and some antelopes, are severely endangered. Without the park to protect their **habitat**, these creatures would probably become **extinct**.



Sea turtles nesting on a Costa Rican beach

A Country's Proud Heritage: Santa Rosa National Park

Costa Rica—Costa Rica, a tiny country in Central America, includes many natural and cultural treasures. In Santa Rosa Park, many of these special features come together. First, there is the Pacific coastline where many endangered sea turtles gather by the thousands to nest. The ocean by these beaches is also known for good surfing.

The inland portions of the park feature savannas and the largest area of dry tropical forest in Central America. This habitat supports howler monkeys, wild pigs, and over 50 species of bats that nest in the park's many caves. Many scientists come to this rich natural landscape to study how the plants and animals of the forest and ocean interact. Two historical sites preserve the memory of important battles in the struggle for Costa Rican independence. Visitors can tour these sites and enjoy hiking, camping, and surfing.



Many bats nest in Santa Rosa's caves.

Park Among the People: Rock Creek Park

Washington, D.C., U.S.A.—It's easy to imagine national parks as expanses of wild territory. It's not so easy to imagine a park inside a major city. Yet that's just what Rock Creek Park is. It is a small, 1,700-acre area of preserved cultural and natural heritage, right in the center of the U.S. capital city.



Washington monument

Established in 1890, this park provides city dwellers with a spot of nature nearby. They can escape among the plants, animals, and rushing water of a forest. A theater hosts outdoor concerts

and plays in the summer. The park is also filled with historical treasures from the times of the Piscataway Tribe, the founding of the U.S. capital, and the Civil War.



Other Urban Getaways

- ❶ Theodore Roosevelt Birthplace National Historic Site, New York City
- ❷ Gateway National Recreation Area, New York City
- ❸ Jefferson National Expansion Memorial, St. Louis, Missouri
- ❹ Golden Gate National Recreation Area, San Francisco, California



Visitors tour the marine conservation area in Quebec.

A Whale of a Place: Saguenay-St. Lawrence National Marine Conservation Area of Canada

Quebec, Canada—Mountains rise up from the shores of Saguenay Fjord (SAG-eh-nay fee-YORD), a narrow, but extremely deep, arm of the sea. From the east, the St. Lawrence Estuary flows into the fjord. An estuary is where freshwater from a river mixes with saltwater from the ocean. In the fjord, waters of different temperatures and saltiness form layers, and each layer supports its own kind of wildlife. This unusual mix of water forms the whole park—it's entirely underwater!

The mix of freshwater and saltwater in the fjord provides many nutrients that attract all sorts of sea creatures. Plankton, fish, birds, and mammals all call it home. Many species of whale, including minke, fin, pilot, humpback, and blue whales, come here during warmer months. The rare beluga, or white whale, lives here year-round. Seals, fish, and invertebrates such as crabs and shellfish are also abundant.

So, how do you visit an underwater park? Many people choose to get close to whales and other animals by boat. The park offers whale watches and trips on kayaks—small, canoe-like boats. Visitors also can go scuba diving, hiking, and ice fishing.



Many whales come to the Saguenay Fjord during warmer months.

Unique Spots Around the World

Volcanoes National Park; Hawaii, U.S.A.—

In this park, you can view the world's largest, most active volcano. Visitors watch as red-hot, glowing lava rolls in fiery streams from the volcano. When it falls into the ocean, it sends up **plumes** of steam. This is the formation of the island, up close! Wilderness



Steam from lava hitting the ocean

areas also provide hiking and camping among Hawaii's unique landscapes and plants.

Everglades National Park, Florida, U.S.A.—

Alligators glide through the wetlands of North America's largest subtropical wilderness. Fragile swamps, grasslands, and marshy



coastline are preserved here. Rare mammals such as the Florida panther and the manatee also flourish.

Florida's everglades

Sareks National Park, Sweden—Sweden was the first country in Europe to create national parks.

This one, far north above the Arctic Circle, is Western Europe's largest



Above the Arctic Circle

area of wilderness. It is filled with majestic mountains and glaciers. It is also home to the Saami, or Lapp people, who herd reindeer.

Tassili N'Ajjer National Park, Algeria (*tah-SEE-LEE n-AH-jer*)—Algeria, in Northern Africa, is situated in the fierce Sahara Desert.



Cave art tells stories.

The landscape wasn't always desert, however, and past civilizations left behind more than 15,000

drawings and engravings in caves and on the sides of cliffs. The art documents the history of humans since 6000 B.C.!

Parks Under Siege

Often, it is difficult for countries to set aside useful land to establish national parks. Even after a national park is established, many threats can face preserved lands. In poor countries, people often use parklands



People can damage land by not picking up their trash.

for growing crops, grazing livestock, and gathering firewood to feed hungry people. If there is war or political troubles, people fleeing the violence often damage fragile environments.

Some preserved lands hold gold mines of sorts—oil fields, mineral resources, or forests for logging. Many people believe that these resources should be used to create economic growth, and governments occasionally agree.

Even in a well-protected national park, too many visitors can cause plenty of problems, from leaving behind litter to trampling trails to polluting the air with snowmobile exhaust. It also can be difficult to experience the wilderness while surrounded by people.

For all of the above reasons, national parks can become spoiled. Yet this reinforces their importance. Most areas of the world already have been changed by human industry and development. National parks are some of the last areas that have not been affected by human development. If future generations are to find their own special natural places, then people around the world must work to preserve these national treasures.



Yellowstone's geysers attract millions of visitors each year.

Glossary

artifacts	objects and pieces of art from ancient times (p. 5)
designations	official names (p. 7)
diversity	many different types of things living together (p. 5)
estuary	the end of a river where the fresh water mixes with salt water (p. 14)
extinct	the dying out of an entire species of animal or plant (p. 9)
fjord	a narrow, deep arm of the ocean (p. 14)
habitat	an area where an animal or plant lives (p. 9)
migrate	move from one area to another every year in search of food (p. 9)
preservation	the act of saving something as it is for the future (p. 7)
savannas	dry grasslands (p. 9)

Index

endangered, 5	plankton, 15
gazelles, 4, 8	Santa Rosa Park, 10
geysers, 6, 19	Theodore Roosevelt, 6, 13

Name _____

INSTRUCTIONS: Before reading the book, answer "Yes" or "No" to each question. After reading the book, answer the questions again and compare your answers.

Yes = I agree with the statement.

No = I do not agree with the statement.

Before Reading	Topic: National Parks	After Reading
	National parks only protect endangered wildlife.	
	Yellowstone was the first national park created.	
	Serengeti National Park is one of the largest grasslands found on Earth.	
	National parks are never found underwater.	
	Some national parks are in big cities.	
	Hiking, camping, and fishing are popular activities in some national parks.	
	Reindeer live in one national park.	
	Everyone must work together to protect our national parks.	

Name _____

INSTRUCTIONS: Use the book to complete the Comparison Chart. Draw an X for any information that is not in the book.

Fact Comparison Chart

	Serengeti National Park	Santa Rosa National Park	Rock Creek Park	Saguenay– St. Lawrence National Marine Conservation Area
Where is it?				
What does it look like?				
What endangered animals live there?				
What other kinds of animals live there?				
What activities can people do there?				

ACROSS

1. Official names

4. Where fresh water from a river mixes with saltwater from the ocean

6. To move from one area to

7. The area where a plant or animal lives

8. Yellowstone and San Francisco are national _____

DOWN

1. Many different types of _____

2. A fjord is a narrow, deep arm of the _____

3. Dry grasslands

5. Pieces of art from ancient times

1. Official names
4. Where fresh water from a river mixes with saltwater from the ocean
6. To move from one area to another each year in search of food

8. Yellowstone and Santa Rosa
are national _____.

1. Many different types of things
2. A fjord is a narrow, deep arm of the _____.
3. Dry grasslands
5. Pieces of art from ancient times
9. Preservation is the act of _____ something.

Seven Wonders of the Modern World

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,279

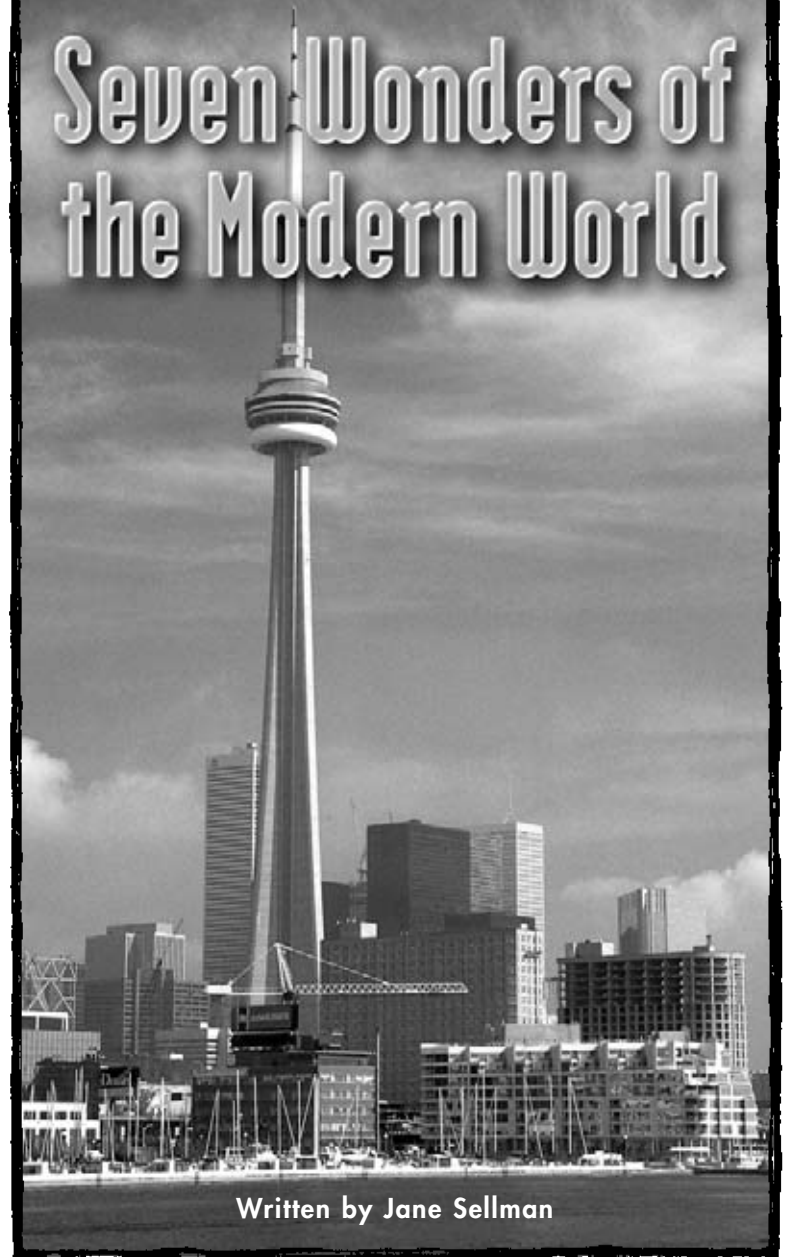


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Seven Wonders of the Modern World



Written by Jane Sellman

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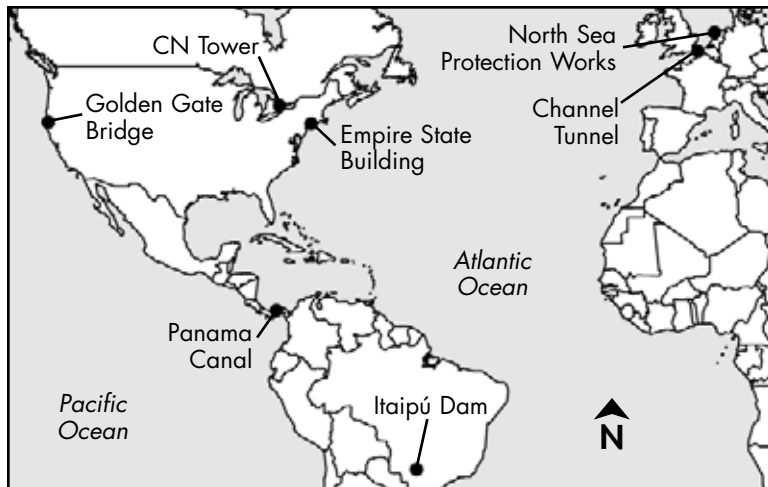


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Picking Wonders

Long ago, **scholars** selected the seven greatest works built by human beings—the Seven Wonders of the Ancient World. These wonders honored the courage and power to do things people thought couldn't be done.



The Great Pyramid of Egypt

The Great Pyramid of Egypt is the only Ancient Wonder still standing.

Hundreds of years later, a group of **engineers** asked experts around the world to select seven new wonders.

Their list of Modern Wonders honored the same ideas as the Ancient Wonders.

- Channel Tunnel (England/France)
- Netherlands North Sea Protection Works (Netherlands)
- Canadian National Tower (Toronto, Canada)
- Empire State Building (New York City, United States)
- Golden Gate Bridge (San Francisco, United States)
- Panama Canal (Panama)
- Itaipú Dam (Brazil/Paraguay)

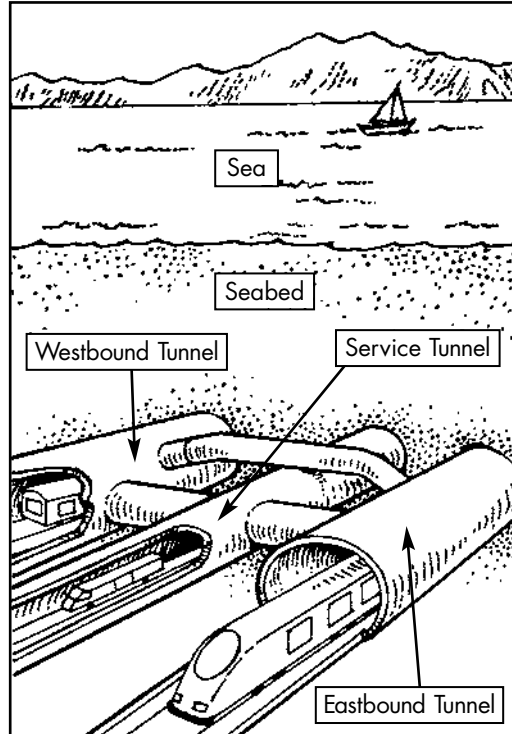


Channel Tunnel

Let's start in England and France. Imagine traveling 31 miles through an underwater tunnel at close to 100 miles per hour. The Channel Tunnel, or Chunnel, provides speedy travel between England and France. The trip takes about 20 minutes.

People had dreamed of this tunnel for years. The work was hard and risky. It took about 13,000 people from 1987 to 1994 to build three tunnels a

total of 95 miles long. First, workers dug huge chunks of chalk and clay from the bottom of the English Channel. Then they built the tunnels under the water!



How the Chunnel looks under the sea



Cars drive off a Channel Tunnel train.

Passengers can now ride through the Chunnel in buses and cars that are loaded onto the widest trains ever built. One tunnel allows train travel from England to France, while a second allows travel in the opposite direction. The third tunnel is a service tunnel used for repairs and emergencies.

Safety: A Top Priority

A couple of years after the Chunnel opened, a fire started in one of the tunnels. A fire could have killed many, but the Channel Tunnel had plans for emergencies.

People were taken off the train and led to the tunnel used for repairs and emergencies. Some people became sick from the smoke and were taken to the hospital. However, no one died or was seriously hurt. The safety plans saved the day.

Netherlands North Sea Protection Works

Now let's travel north from France to the Netherlands, where much of the land is below sea level. During storms, floods destroyed homes and farmland. In the early 1900s, the Dutch suffered the effects of war and terrible storms. Food shortages were a problem. They decided to find new ways to protect the land and people from the sea.

In 1927, the people started to build the North Sea Protection Works. They dammed areas along the coast to create lakes and farmland.



Farmland created by the North Sea Protection Works



Floodwalls keep surges of water during storms from flooding the land.

But other areas couldn't be dammed. More dams would hurt the country's **shipping industry** and **wildlife habitats**. So they built a floodwall unlike any other. The wall was built with giant gates that stay open when the sea is calm. This allows ships to come and go, and keeps the wildlife safe. During storms, the gates can be closed to prevent flooding.

The North Sea Protection Works gave the Dutch over one-half million acres of land for farming, livestock, and homes. The people also gained protection from floods.



Canadian National Tower

Next we cross the Atlantic Ocean from the Netherlands to Toronto, Canada, where



CN Tower

visitors can stand on an **observation deck** of the Canadian National, or CN, Tower and see Niagara Falls, about 85 miles away. Over 1,800 feet high, the tower is the tallest freestanding structure in the world.

In the 1960s, Toronto had built many tall buildings. Many were so tall they blocked **radio and television signals**. The city needed a tower tall enough so that no building could block signals coming from it. Plans were drawn up for the CN Tower.



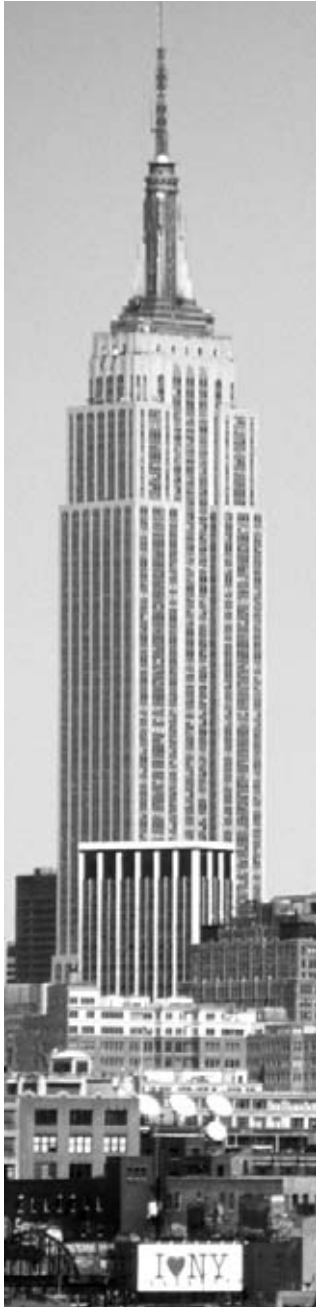
Building something so tall was not easy. Workers used instruments on planes flown over the CN Tower to make sure it was straight. Builders used a helicopter to place the antenna at the tower's top. Around the tower's base, they constructed a four-level observation deck that was lifted into place high above the ground when it was finished. The top level, Skypod, is the highest public observation deck in the world.

The Tower is a popular tourist attraction. On the bottom observation level, the Glass Floor, visitors walk on a see-through surface and look down at the city below.



A view from the Glass Floor of the CN Tower





Empire State Building

Empire State Building

We move southeast of the CN Tower to the Empire State Building in the United States. Started in 1930, it was the tallest building of its time and rose in the New York City **skyline** in one year and 45 days. Construction began during the Great Depression. Many people were looking for jobs, so they didn't mind the danger and hard work of building it so quickly. They built four and one-half floors a week, and put together the 58,000-ton frame in less than a month.

The 1,250-foot tall, 102-story building became a New York City **landmark**. It has 73 elevators, 1,860 steps, and 6,500 windows. People come from around the world to see the city from the observation deck.



Golden Gate Bridge

Traveling to the west coast of the United States, we find the Golden Gate Bridge in San Francisco. Local residents wanted a bridge across the narrow **waterway** between San Francisco Bay and the Pacific Ocean. After 65 years of planning, construction started in 1933, providing jobs during the Great Depression.

Men worked on towers 746 feet above the water. That's a little more than half the height of the Empire State Building. The men worked with thick cables in bundles a yard wide. They worked in the cold, fog, and wind, and with the constant danger of falling. In fact, 11 men fell to their deaths while working on the bridge.



The Golden Gate Bridge spans the entrance to San Francisco Bay.





Suspension Bridge

To build this type of bridge, workers first had to construct tall towers. Then they strung strong and thick cables between the towers. The floor, or deck, of the bridge was hung from the cables. The cables were secured, or held in place, at each end of the bridge.

You can see the thousands of wires inside the cable being walked on (top) in the cross-section above.

On the day the Golden Gate Bridge opened in 1937, people walked its 4,200-foot length—that's almost a mile. The first cars traveled across the next day. Since then, over a billion and a half vehicles have used the bridge. Once the longest and tallest **suspension bridge** in the world, it is still one of the biggest and most spectacular. It has even survived a major earthquake.



Panama Canal

Our next stop is south of the United States in the country of Panama, where a lake almost connects the Atlantic and Pacific Oceans. As early as 1534, people talked about digging through the land to extend the lake to the oceans. Work started on the Panama Canal in 1904 and took 10 years to finish. Before the canal, people had to sail around South America to get from one ocean to the other.

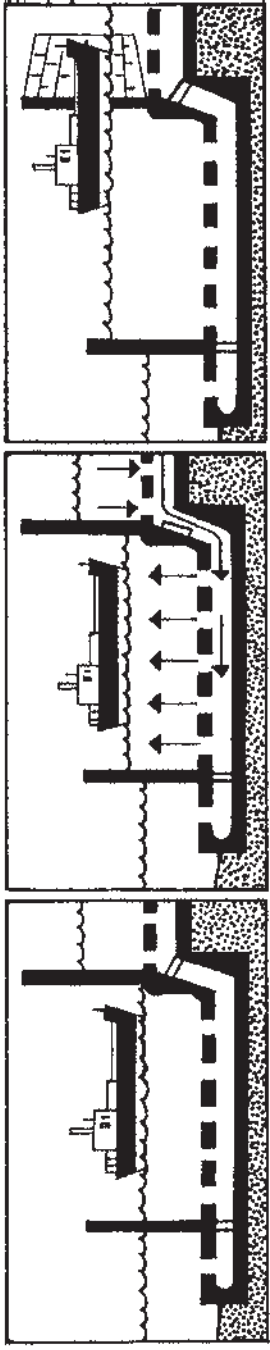
During digging, disease, landslides, and mudslides caused problems. After they finished digging, they built a system of chambers to raise and lower ships from the oceans to the lake. Ships enter chambers on one side of the canal that take them to the lake. The ships make their way across the lake to chambers that take them down to the ocean on the other side.



A ship prepares to enter the Panama Canal.

Today, the canal can handle about 50 ships a day; it averages about 14,000 ships a year.



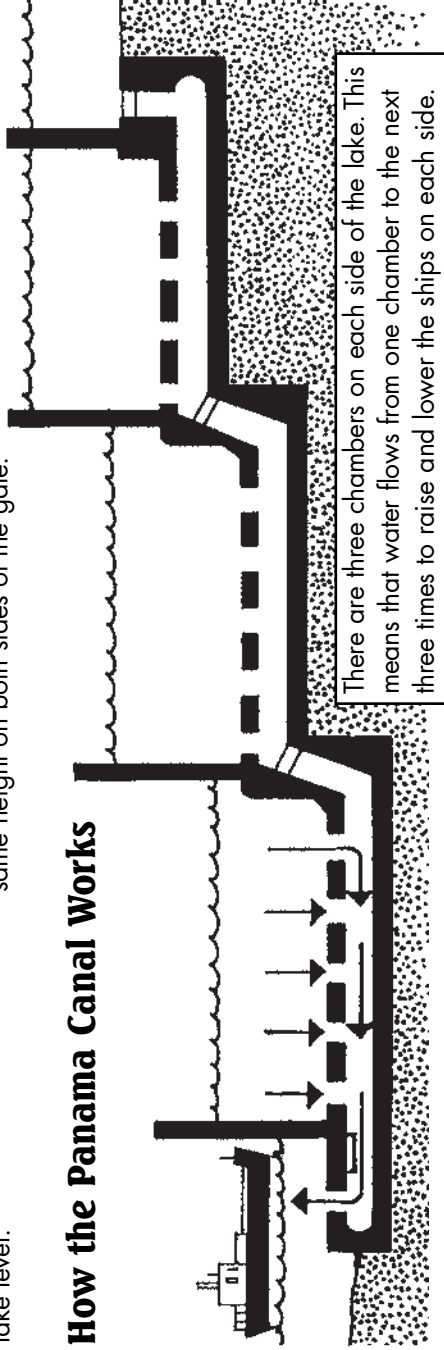


❶ A ship enters the canal chamber, where it is raised from sea level to lake level.

❷ Water flows into the chamber from the lake to make sure the water is the same height on both sides of the gate.

❸ The gate opens and the ship moves into the lake.

How the Panama Canal Works



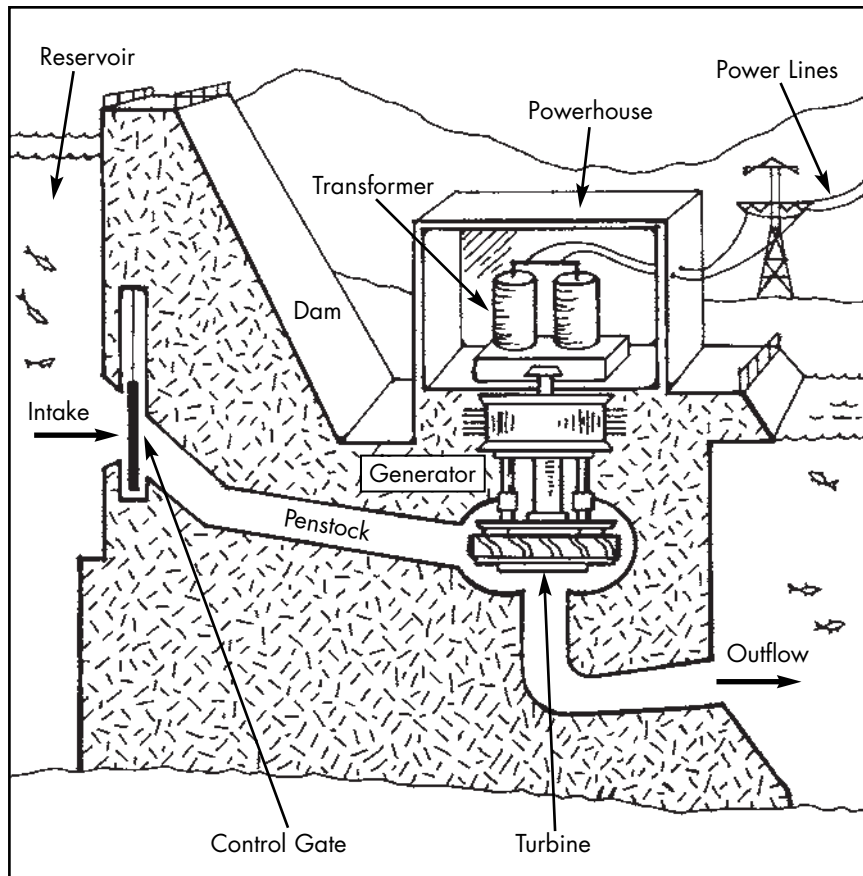
There are three chambers on each side of the lake. This means that water flows from one chamber to the next three times to raise and lower the ships on each side.

Itaipú Dam

Now we head south from Panama to the countries of Brazil and Paraguay. In 1975, the two countries teamed up to build a **hydroelectric plant** to produce more electricity for their people. They would build it on the Paraná River, on the border between the two countries, because a hydroelectric plant needs water and a dam to create electricity.

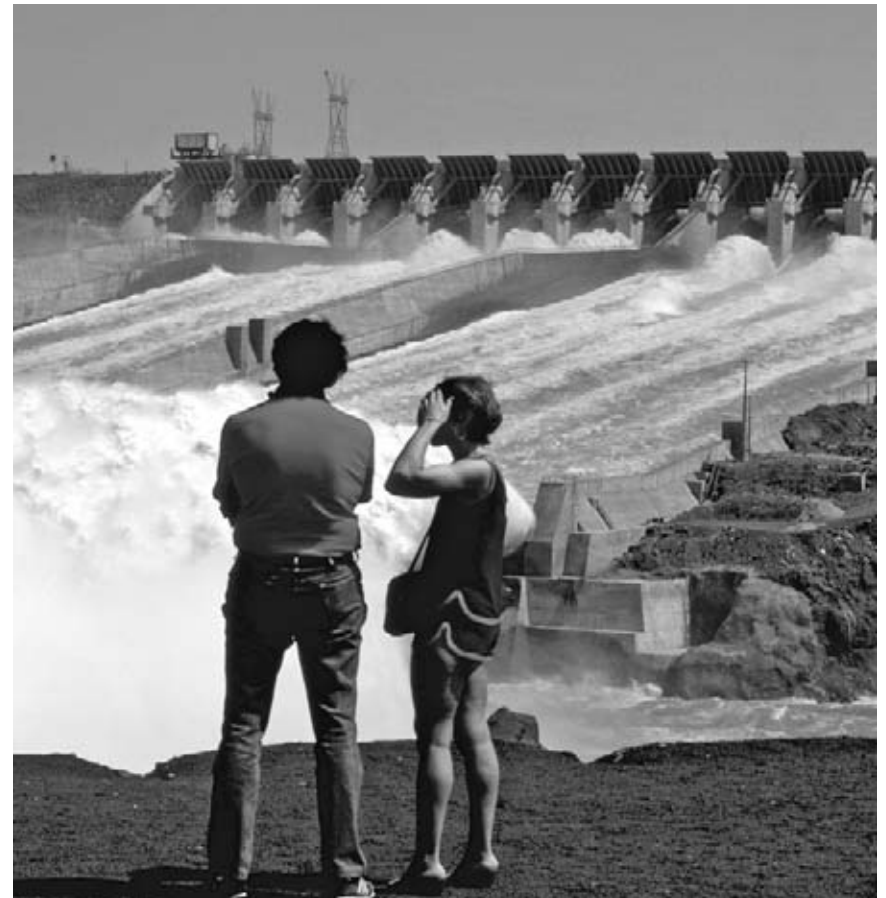
Builders overcame big challenges. They changed the course of the Paraná, the seventh largest river in the world. They dug up and removed more than 50 million tons of dirt and rocks. They used enough concrete to build a city for four million people and enough iron and steel to build 380 Eiffel Towers.

The result was a series of dams as well as a **power plant** one-half mile long. The power plant has broken records for the amount of power it produces. It now supplies most of the power for Paraguay and about a quarter of the power for Brazil.



How Does a Hydroelectric Plant Work?

The Itaipú Dam is a giant wall with gates that hold back water from the Paraná River. When the gates of the dam are opened, water goes through a pipe to a turbine. The turbine has blades—like a fan, only much larger. The water makes the blades turn. The blades cause powerful magnets in the generator (something like a motor) to turn. When the magnets pass copper coils inside the generator, electrons get moved around. Electrons are tiny bits of energy. These electrons are turned into electricity.



Tourists visit the Itaipú Dam.

Conclusion

Someday, new lists of wonders will be made. Works greater than these are already being built. However, these Seven Wonders of the Modern World are proof of the power and courage of human beings in the 1900s.



Glossary

engineers	people trained to design buildings or bridges (p. 4)
hydroelectric plant	factory that uses water to make electricity (p. 16)
landmark	a building important to the history of a place and easy to see (p. 11)
observation deck	a place for looking at what is around a building (p. 9)
power plant	factory that makes electricity (p. 16)
radio and television signals	electrical currents that transmit pictures and sounds (p. 9)
scholars	educated people (p. 4)
shipping industry	the business of using ships to transport goods (p. 8)
skyline	the outline against the sky that buildings make (p. 11)
suspension bridge	bridge that hangs the part people walk or drive on from cables (p. 13)
waterway	a body of water ships can use (p. 12)
wildlife habitats	place where plants and animals live in their natural environment (p. 8)



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Name _____

INSTRUCTIONS: Use the graphic organizer to list the main idea and supporting details for the wonders listed. Then use your own words to write a short summary for each chapter. Complete sentences are not necessary.

Wonders of the Modern World	
Main Idea: Canadian National Tower Supporting Details:	Chapter Summary
Main Idea: Empire State Building Supporting Details:	Chapter Summary
Main Idea: Golden Gate Bridge Supporting Details:	Chapter Summary
Main Idea: Panama Canal Supporting Details:	Chapter Summary
Main Idea: Itaipú Dam Supporting Details:	Chapter Summary

Name _____

INSTRUCTIONS: Divide each word into syllables.

pyramid py•ra•mid

Niagara Falls _____

Netherlands _____

television _____

emergency _____

observation _____

protection _____

landmark _____

industry _____

waterway _____

habitat _____

suspension _____

national _____

hydroelectric _____

tower _____

generator _____

Tsunamis

A Reading A-Z Level 5 Leveled Reader

Word Count: 889



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Tsunamis



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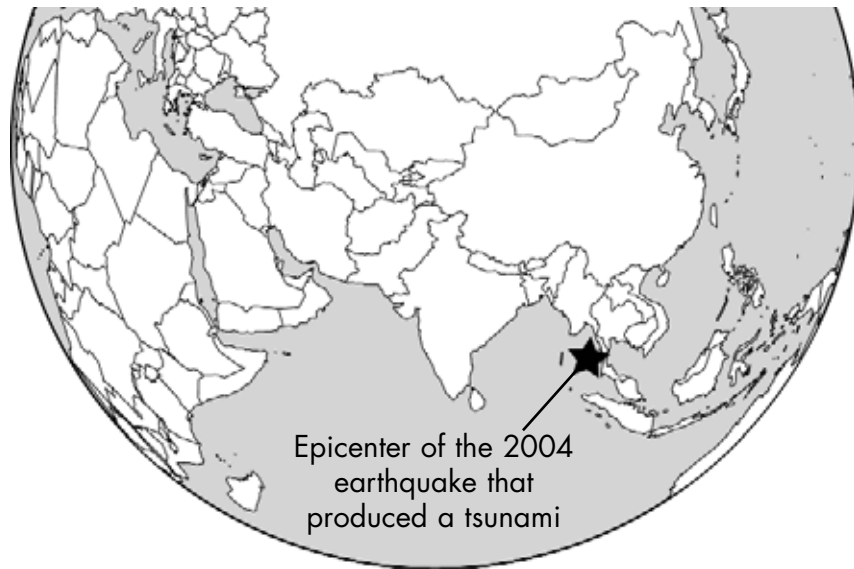
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Epicenter of the 2004 earthquake that produced a tsunami

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The 2004 Indian Ocean tsunami washed away much of Banda Aceh, Indonesia.

The Indian Ocean Tsunami

On December 26, 2004, a powerful **earthquake** shook the ocean floor near the coast of Sumatra, Indonesia. People in nearby villages felt the earth shake. They didn't know that within minutes a massive wave, known as a **tsunami**, would flood their homes. The giant wall of moving water washed away entire towns. Within hours the waves had pounded thousands of miles of coast in Indonesia, India, Africa, Thailand, Bangladesh, Malaysia, Maldives, Myanmar, and Singapore, among others.

People around the world were stunned each day as the reported death toll increased from 20,000 to 100,000 to 226,000. We will probably never know how many people died because many bodies were buried by the mud and debris or washed out to sea. Scientists think that the death toll would have been lower if more people had known about the danger of tsunamis and how to escape them.



Banda Aceh before tsunami



Banda Aceh after tsunami

Photos courtesy of DigitalGlobe



Wooden raft used by one tsunami survivor

Tsunami Survivor Stories

Amid the stories of loss were amazing stories of survival. One man from Indonesia was washed out to sea by the tsunami, but he was able to crawl onto a wooden raft. He survived by eating coconuts and drinking rainwater. A ship rescued him after two weeks at sea.

Some people outran the water or were washed inland by the wave. Others survived by hanging onto trees or by climbing to the tops of strong buildings. The people who headed for higher ground as soon as they felt the earthquake were mostly likely to survive. Experts say moving to higher ground or inland are the only true safe places to go when a tsunami hits.

History of Tsunamis

The word *tsunami* is Japanese and means “harbor wave.” It originated with Japanese fishermen who would return to port to find their towns destroyed by unusually large ocean waves that they hadn’t even noticed while out at sea.

Tsunamis can be **devastating** when they occur. Fortunately, they are very rare. There are usually six major tsunamis every 100 years worldwide.

In 1883 in Indonesia, the volcano Krakatoa exploded and caused a tsunami that killed 36,000 people. In 1958, a landslide in



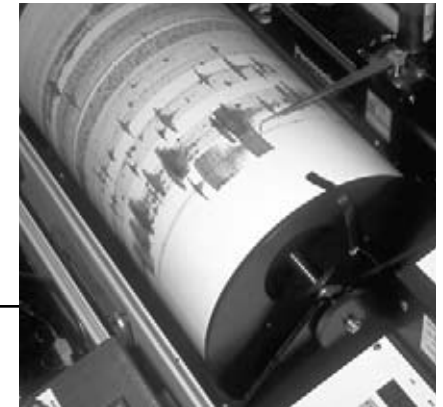
Krakatoa erupting in 1943

Alaska splashed into Lituya Bay, creating a wave 1,720 feet (524.26 meters) high. An earthquake off the coast of Chile caused a tsunami in 1960, devastating parts of South America, Hawaii, and Japan.

Causes of Tsunamis

Earthquakes on the ocean floor cause most tsunamis. Underwater landslides, volcanic explosions, and meteor impacts also cause tsunamis.

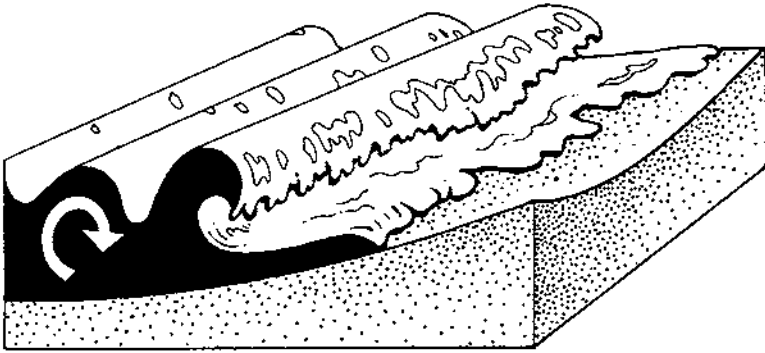
Not every earthquake in or near the ocean causes a tsunami. It depends on the strength of the earthquake and the kind of movement that occurs in Earth’s crust. An earthquake has to be at least 6.75 on the Richter scale to result in a tsunami. The Indian Ocean tsunami of 2004 was caused by a “mega-earthquake” measuring 9.0.



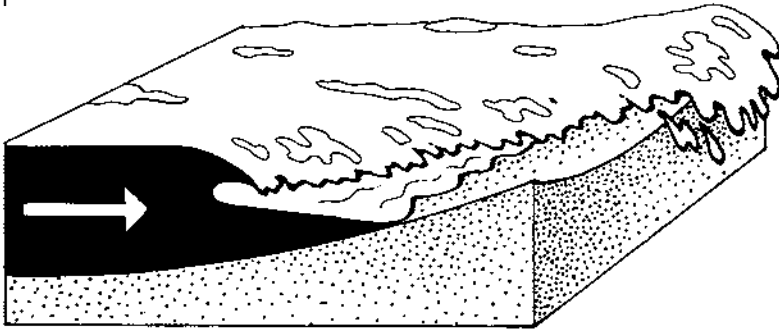
How Strong Is It?

The force of an earthquake is described with the Richter scale. People do not feel a 2.0 earthquake at all. Seismographs all around the world can measure a 4.5 quake. With each step up the **Richter scale**, force increases rapidly. A **magnitude** 6.0 earthquake has 10 times the power of a 5.0 quake. So when you hear about a magnitude 7, 8, or 9 quake, remember that each unit is actually 10 times the strength of the unit before.

Surface Waves vs. Tsunami Waves



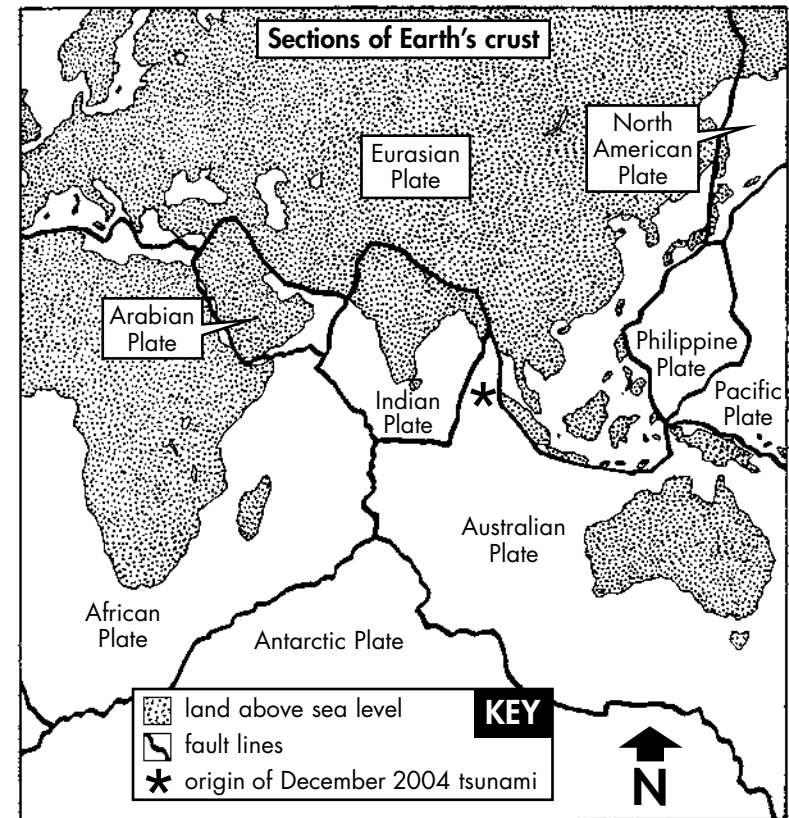
Surface waves roll onto shore fairly close together. As waves approach shallower water, the lower part of the wave drags on the ocean floor, slowing it down. The upper part of the wave pours onto land.

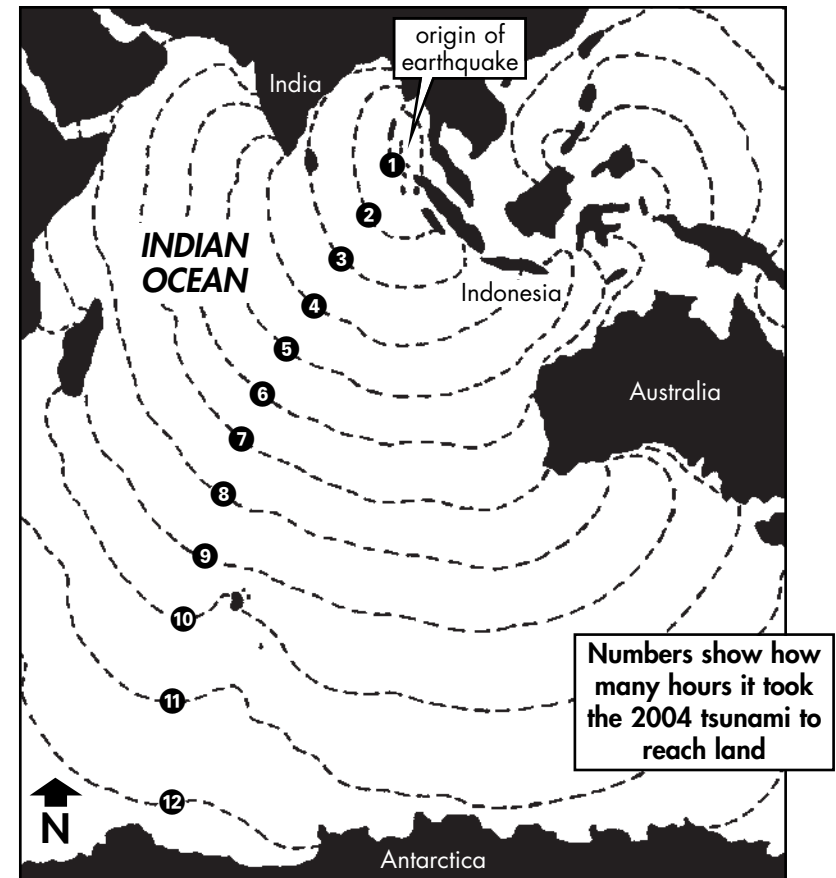
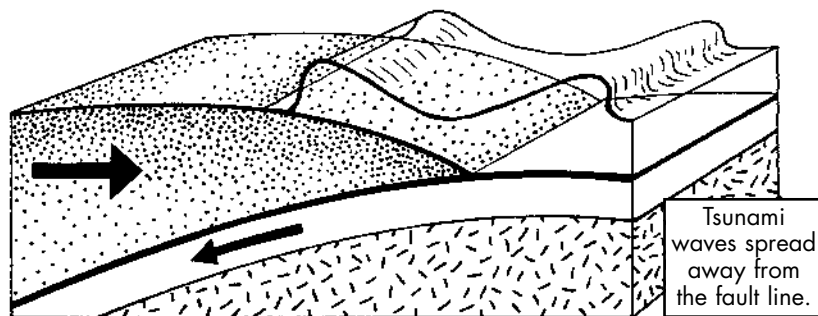
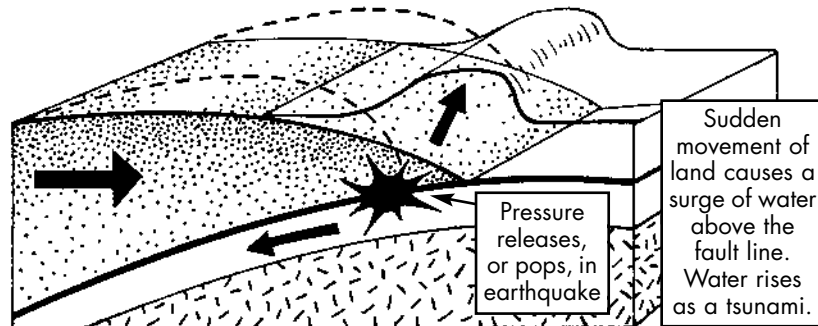
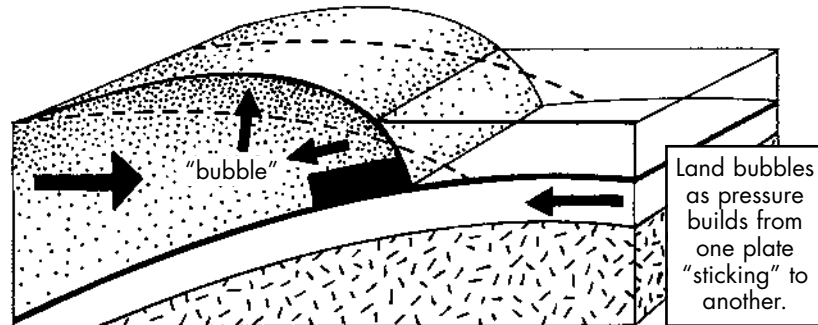
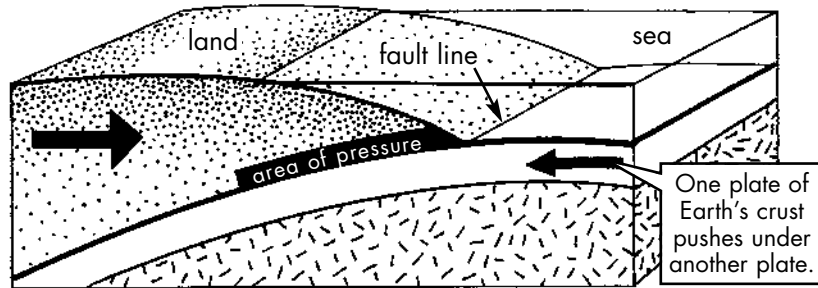


Tsunami waves act much as surface waves do. The bottom of the tsunami wave drags on the ocean floor slowing it down while the upper part pours onto the shore. Because tsunami waves are taller and farther apart, much more water pours onto shore at one time.

Tsunamis are sometimes called “**tidal**” waves because they rush in like a high tide, but in truth they have nothing to do with tides. Tsunamis are also different from normal surface waves caused by wind. Surface waves tend to roll onto shore in a circular motion.

Earthquakes occur when sections of Earth’s crust suddenly slide against each other along a **fault line**. If an up-and-down shift occurs on the seafloor, all the water above the seafloor moves too, creating an enormous bulge of water, a tsunami. The tsunami moves almost invisibly in the open ocean because it is broad and very low compared to surface waves.



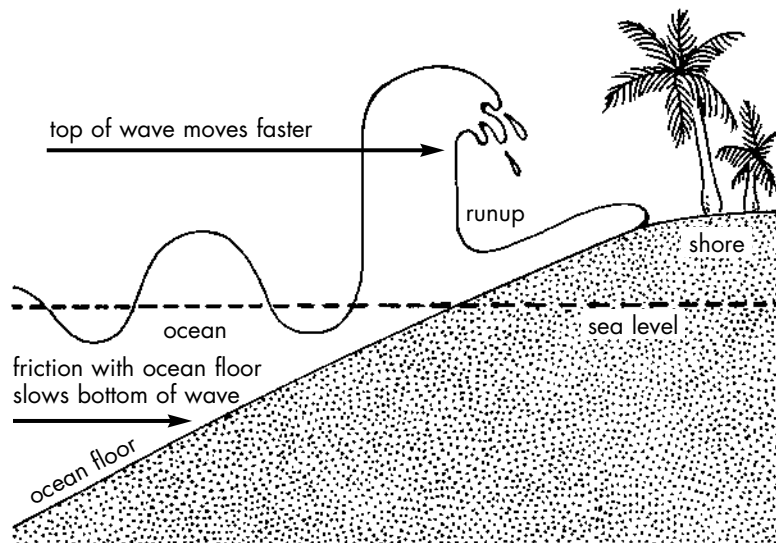


How long did it take the tsunami to reach Australia?

A tsunami can move as fast as a jet plane at speeds of 200-500 miles per hour (321-643 kph). Tsunamis retain their strength as they spread out over thousands of miles of ocean, like ripples in a pond. They can travel from one side of the Pacific Ocean to the other in less than a day.

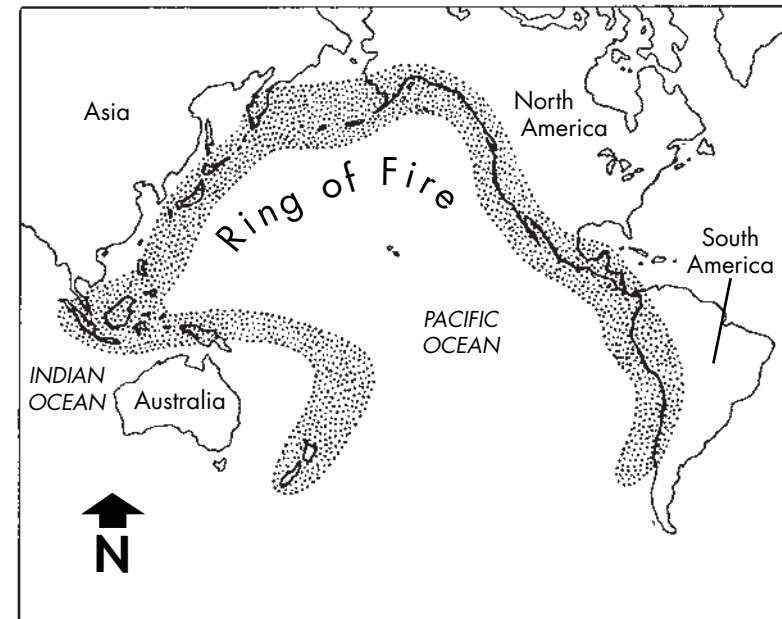
When the wave runs into the shallow shoreline it grows much higher and it slows down. First, the sea recedes as the wave approaches. Next, the sea floods in past the normal shoreline and gushes inland, sometimes far up rivers and streams that open to the ocean. Tsunami waves often come in sets. Observers report the first wave of the Indian Ocean tsunami was smaller than the second wave. Some people survived the first wave but did not keep running and were overwhelmed by the larger, second wave.

How a Tsunami Hits Shore



Areas At Risk for Tsunamis

Low-lying coastlines in areas where earthquakes are common are most at risk for tsunamis. The Ring of Fire is a line of volcanoes stretching around the entire Pacific Ocean. Where there are volcanoes, frequent earthquakes occur with the movement of Earth's crust. Indonesia is also an area where Earth's crust moves often. Although we can't predict the exact time or location of an earthquake, we can estimate when an area is overdue for one.





Signs, such as this one, line areas near the coast in the western United States to warn people of the danger of tsunamis.

Warning Systems

There is no practical way to protect property from tsunami devastation, but with early warning we can save lives. When an earthquake occurs at sea, there is usually some time before the resulting tsunami reaches land. Unfortunately for the people of Banda Aceh, Indonesia, there were only a few minutes between the quake and the wave. It took about three or four hours for the tsunami to reach India and Sri Lanka. This would have been enough time to radio a message ahead. Governments and scientists are working to build warning systems for future tsunamis around the world.



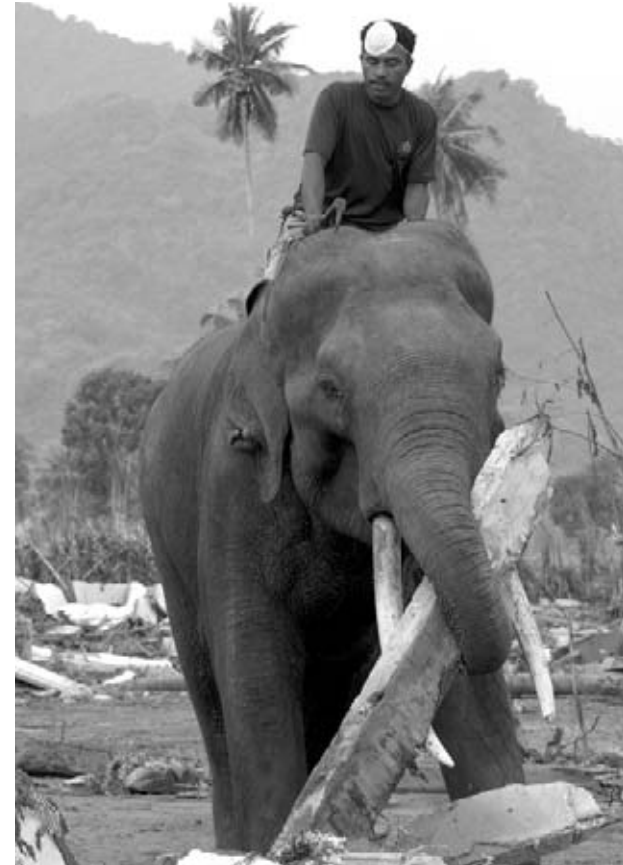
More bouys, such as this one in the Pacific Ocean, will be placed to help scientists monitor tsunamis and to provide warnings to areas at risk.

On the Pacific Coast of the United States, a tsunami warning system is in place. Seismographs all along the Pacific Coast detect earthquakes. A tsunami warning is issued any time there is an earthquake of 6.8 in Alaska or 7.5 in the western United States. **Buoys** that are anchored at sea can detect a tsunami's wave speed and direction and radio this information back to land. Radio messages and loud **sirens** warn people in seaside communities that a tsunami is coming. Signs along the highways label areas at high risk and suggest **evacuation** routes.

How to Survive a Tsunami

People who live in areas at risk for tsunamis should keep these rules in mind:

- Find out what the safe evacuation routes are and develop a family emergency plan.
- Follow the evacuation directions if a tsunami warning is issued. Don't waste time saving property. Depending on the earthquake location, you may have hours or only minutes to leave.
- If an earthquake occurs, head immediately to higher ground. Make sure that everyone in the house knows to leave. Don't wait for evidence of an approaching tsunami. Outrunning a tsunami that has already arrived should be a last resort.
- Flee on foot. Traffic jams can quickly form causing the waste of precious minutes.
- Don't stay in small buildings close to the coast. Most houses cannot withstand the force of a tsunami.
- Stay away from rivers near the coast. Tsunamis can wash far inland along river channels.
- Stay in a safe location until the authorities give an all-clear message. Remember, the first wave may not be the biggest, or the last.



An elephant helps clean up debris left by the devastating December 2004 tsunami in Banda Aceh.

Conclusion

Earthquakes and tsunamis are scary reminders of the power of nature. We can't prevent these events from happening, but we can prepare for them. Knowing what to do and getting an early warning can save lives.

Glossary

buoy	floating object anchored in a body of water, such as the ocean; some buoys can send information about an area back to scientists (p. 16)
devastating	causing ruin (p. 7)
earthquake	the shaking of Earth where parts of the crust meet (p. 4)
evacuation	removal of people from a place of danger (p. 16)
magnitude	greatness of size or intensity (p. 8)
fault line	a line formed on the earth's surface where a geological fault appears (p. 10)
Richter scale	scale to determine magnitude of earthquakes, calculated by using data collected by scientific instruments (p. 8)
siren	device used to make shrill warning sounds during emergencies (p. 16)
tidal	of, or relating to, tides caused twice daily by the attraction of the sun and moon on the surface of the ocean (p. 9)

tsunami	huge sea wave, or set of sea waves, caused by the movement of the earth under the ocean, such as in strong earthquakes (p. 4)
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Name _____

INSTRUCTIONS: Write the causes and the effects of tsunamis in the correct sequence in the spaces below.

Cause



Effect

TSUNAMIS • LEVEL 5 • 1

Cause



Effect

Cause



Effect

SKILL: CAUSE AND EFFECT

Name _____

INSTRUCTIONS: Write the words to show how you would read these numbers and symbols aloud.

6.25

six point two five

20-50

twenty to fifty

9.0

10-20

100-200

6.75

2.0

25-50

4.95

5.5

Name _____

INSTRUCTIONS: Write a glossary word from *Tsunamis* in each of the word boxes. Below each word, write the definition. Write a synonym and antonym on either side of the word, then use the word in a sentence.

Synonym	Word Box	Antonym

Definition

Sentence

Synonym	Word Box	Antonym

Definition

Sentence

Butterflies and Moths

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,303



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Butterflies and Moths



Written by Kira Freed

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Butterflies and Moths



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Level S Leveled Reader
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Introduction

Butterflies and moths can be beautiful to watch. People plant gardens to attract butterflies. Butterflies at zoos and city gardens draw large crowds. However, no one builds a garden to attract moths. Many people think of moths as pests.

So, how are butterflies and moths the same, and how are they different? What makes a butterfly a butterfly? What makes a moth a moth? To answer these questions,

we need to learn about their body parts, life cycle, and behavior.



Do You Know?

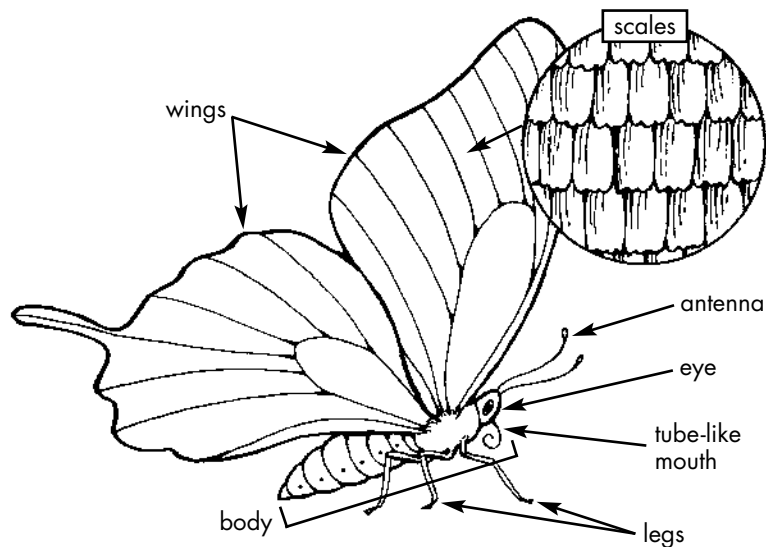
The largest butterfly in the world is the Queen Alexandra's birdwing. From wingtip to wingtip it can be as wide as 30 cm (about 12 inches). It is found in Papua New Guinea.

What Are Butterflies and Moths?

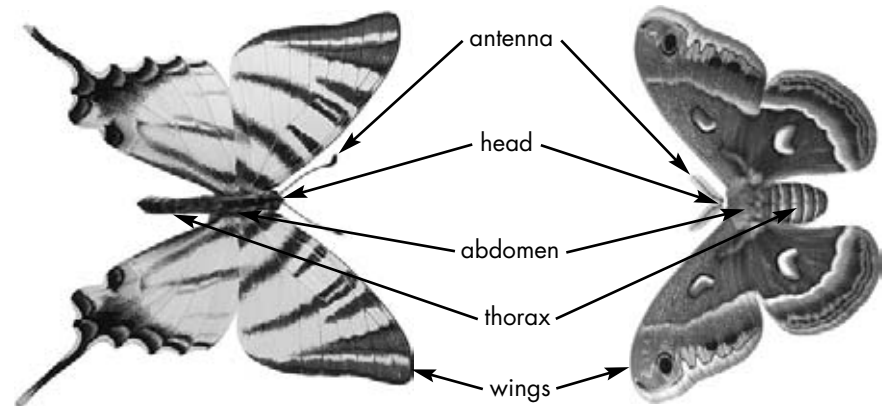
Butterflies and moths are **insects**. Like all insects, they are **invertebrates**, which means they have no backbone. Instead, they have a hard skin, called an **exoskeleton**, that protects their soft insides. They also have six legs, a body divided into three parts, two **antennae**, and two compound eyes.



Their wings are covered with scales, which are like fine, flat hairs. These scales protect the wings from getting too wet and help them hold in heat. Butterflies cannot fly if they are too cold. They often sit in the sun to warm up before flying.



Butterflies and moths have many of the same body parts, so it is easy to see why people have trouble telling them apart.



Head	• Compound eyes made up of many smaller eyes allowing them to see all around them • Antennae to smell and to sense movement • Mouth is a long tube for sucking nectar
Thorax	• Two pairs of wings • Three pairs of legs • Breathing holes
Abdomen	• Digestive organs • Reproductive organs • Breathing holes

Do You Know?

More than 165,000 kinds, or **species**, of butterflies and moths exist. Most of these are moths. It is believed that another 100,000 species exist that have not been studied or identified.

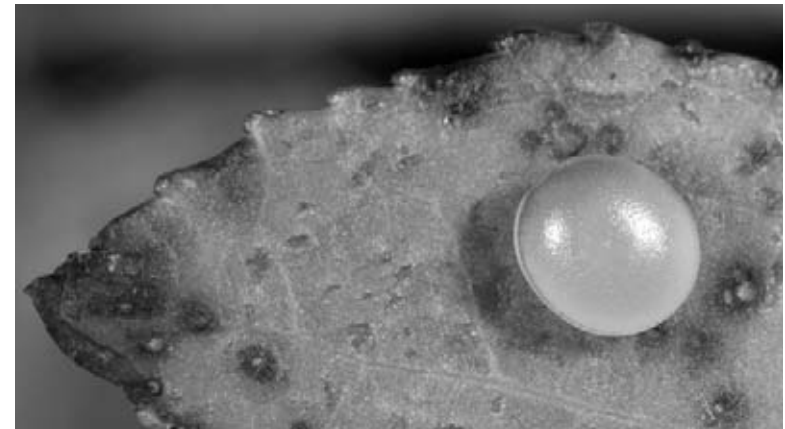
However, butterflies and moths are also different from each other in many ways. The next time you find a butterfly or moth, use this chart to help you tell which kind of insect you have found.



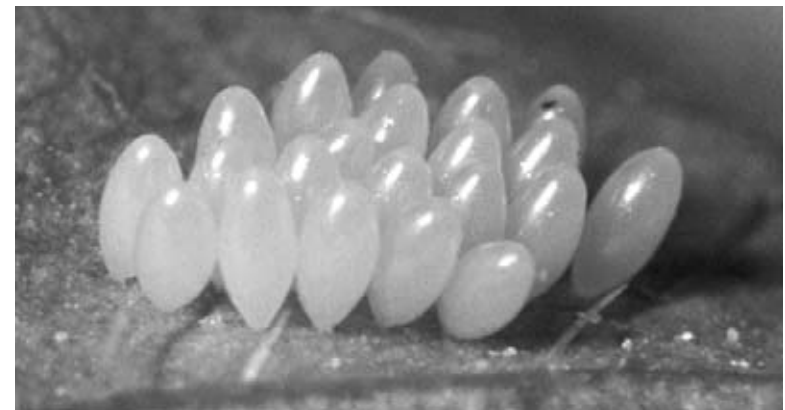
Butterflies	Moths
Most are active during the day.	Most are active at night.
Most are brightly colored.	Most are dull in color.
Skinny body without "fur"	"Fat, furry" body
Most have antennae with knobs.	Plain or feathery antennae
Most rest with their wings above their body.	Most rest with their wings spread out flat at the sides of their body.
Enlarged lobe on each hind wing that provides overlap	Tiny hook or bristle that links each forewing and hindwing while in flight

Life Cycle

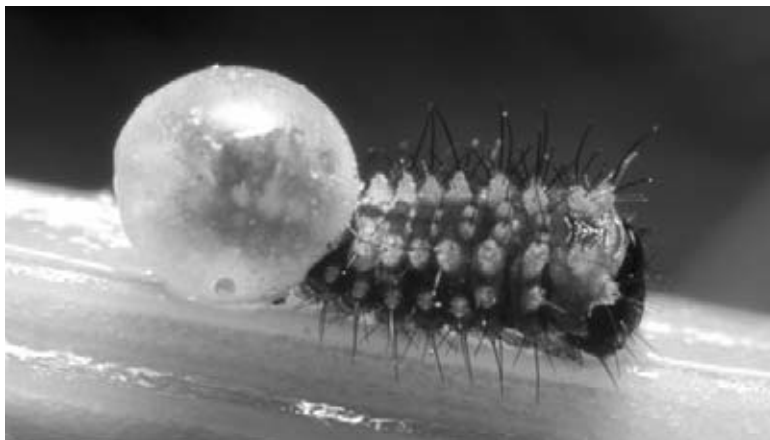
After a pair of male and female butterflies or moths mate, the female lays her eggs. She lays them on or near leaves, twigs, or flowers so that her young will have something to eat when they hatch.



Imperial moth egg



White butterfly eggs



A swallowtail caterpillar crawls out of its egg.

When eggs hatch, **caterpillars** come out. This begins the **larval** stage of the butterfly and moth life cycle. Caterpillars have chewing mouth parts and can eat 27,000 times their body weight during their lifetime. Their egg case is often their first meal, followed by the leaf or flower they're on, and then the rest of the plant.

A caterpillar's job is to eat and grow. As it grows, its skin becomes tight and breaks away. A new skin grows in its place to allow the caterpillar to get bigger. This is called **molting**. A caterpillar molts four or five times during its life. The caterpillar is fully grown after about two weeks.

The life of caterpillars is filled with danger. They are food for many larger animals, such as lizards, birds, bats, and small mammals. Caterpillars have many interesting ways to protect themselves from being eaten.

Some caterpillars have spines and other hairs that make them taste bad to **predators**. Others have colors or patterns on their bodies that make them appear more dangerous than they are. Caterpillars also can be masters at hiding, blending in with their background, or staying still until night comes, or until the danger goes away.

The swallowtail butterfly caterpillar has red horns that release a strong odor to keep away predators. Many caterpillars feed on plants that make them taste bad to birds and other enemies. These caterpillars often are brightly colored to warn others: *Do not eat me!*



Owl butterfly caterpillar

Do You Know?

The pupa cannot move to escape predators. Many butterfly chrysalises are well hidden by looking like a dead leaf or piece of bark. Some chrysalises are poisonous and are brightly colored to tell predators that they are not good to eat.



This Puss moth cocoon blends in with tree bark to keep predators from seeing it.

When a caterpillar is fully grown, it enters the **pupal** stage. In this stage, a caterpillar slowly changes into an adult. It appears dead from the outside, but amazing changes are happening inside.

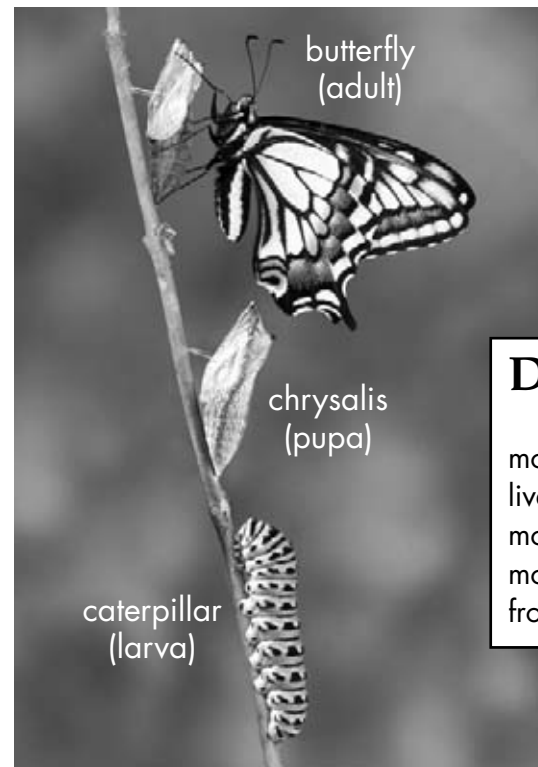


The caterpillars of most butterflies enter this stage by sticking their back end onto a twig, leaf, or other object. The last molt leaves a soft pupal skin that hardens into a case called a **chrysalis**. The caterpillars of many moths go through the pupal stage underground or on the ground. Others spin a **cocoon** to protect themselves.

Just a few hours after the pupal stage begins, different mouth parts, legs, new muscles, and tiny wings begin to form. The change from pupa to adult can take a few weeks. The entire change from egg to larva to pupa, and then to adult, is called **metamorphosis**.

When the adult is fully formed, it breaks out of the case. Its wings, which are damp and crumpled, must expand, dry, and harden before the insect can fly. When the butterfly or moth

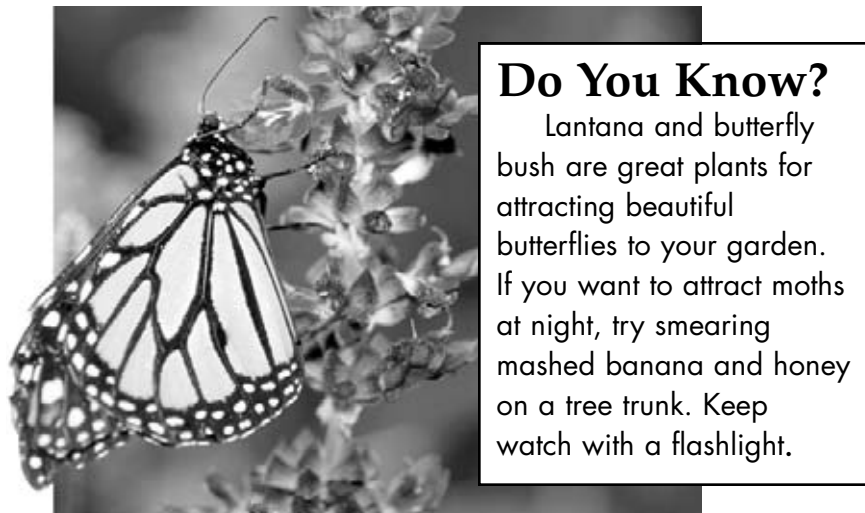
comes out of its chrysalis, it is adult in size and will not grow any more.



Do You Know?

For most butterflies and moths, life is short! Adults live for two weeks to two months, except for the monarch, which can live from nine to twelve months.

This photo shows three stages of metamorphosis.



Do You Know?

Lantana and butterfly bush are great plants for attracting beautiful butterflies to your garden. If you want to attract moths at night, try smearing mashed banana and honey on a tree trunk. Keep watch with a flashlight.

A monarch feeds on butterfly bush.

Life as an Adult

Adult butterflies and moths come in many shapes, sizes, and colors. Many butterflies are brightly colored, but others are white or light colored. While many moths have dull colors, some, such as the luna moth, have amazing colors or patterns.

Adult butterflies and moths have many enemies. They need to be as careful as caterpillars not to get eaten. Even though adult butterflies and moths can fly, many animals that hunt them—such as birds and bats—can fly, too.

Adult butterflies and moths, like caterpillars, have many ways to hide to stay safe from predators. Some have patterns on their wings that help them to blend in with nature. Many patterns look exactly like leaves or flowers. Other butterflies and moths have bright patterns on their wings, such as spots that look like eyes, to scare away enemies. Some, such as the monarch butterfly, are brightly colored to warn predators that they taste bad.

SPOTLIGHT ON: Buckeye Butterfly

Wingspan: 4.2 to 7 cm
(1-5/8 – 2-3/4 in.)

Range: North America,
from southern Canada
to southern Mexico

Appearance: The wings of the buckeye butterfly have large eyespots of black, blue, and yellow. The eyespots look like the eyes of a large animal. A predator may be scared when the buckeye shakes its wings and flashes its eyespots. This may give the butterfly an extra second or two to fly away before being eaten.



SPOTLIGHT ON: Luna Moth

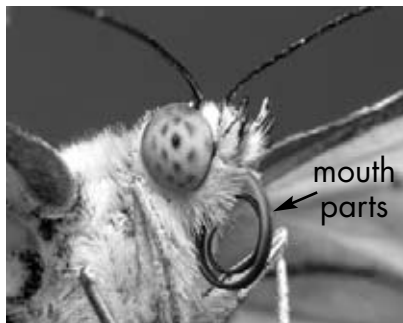
Wingspan: 75 to 113 mm (3 – 4-1/2 in.)

Range: Eastern and plains areas of United States and Canada

Appearance: The luna moth has beautiful pastel green wings with reddish-brown edges. The unusual shape of its hind wings helps it to hide among leaves when it is resting. This is one of a few moths that never eat as an adult. It eats enough to last a lifetime while it is a caterpillar. It spends its adult life seeking a mate and laying eggs.



Most adult butterflies and moths feed on nectar, a sweet liquid from flowers. They suck up nectar using their mouth parts, which look like a hollow tube and work like



a straw that curls up when not in use. Butterflies and moths do not have jaws or teeth, and they do not eat solid food.

Butterflies have a good sense of sight, but a poor sense of smell. The flowers they eat from



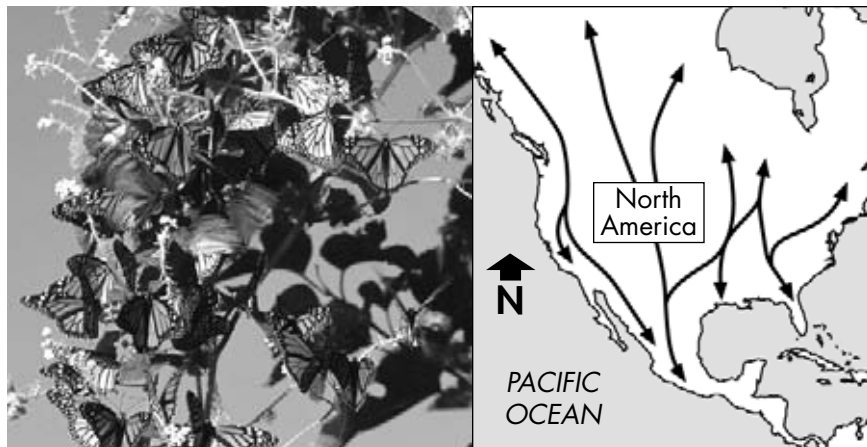
are brightly colored. Flowers often grow in groups that provide butterflies with a place to land. Butterflies often walk around flower groups, sucking nectar from each blossom with their mouth parts.

▲ Flowers pollinated by butterflies and moths often have very different shapes. ▼



Because most moths are active at night, most of the flowers they eat from are light colored to be seen in moonlight. These flowers often give off a sweet smell to attract them. Because moths often hover rather than land, the flowers' petals are shaped to allow for easy eating.

Butterflies and moths have sense organs in their antennae, mouth parts, legs, feet, and other parts of their bodies. These sense organs help them find food, mates, and plants on which to lay eggs.



(Left) Monarchs resting

(Right) Monarch migration routes

Some butterflies and moths that live in cold places **migrate** to warmer places before winter begins. The best known butterfly that migrates is the monarch butterfly. Monarchs in North America begin their long journey south when it begins to cool off in late summer or fall. Monarchs living west of the Rocky Mountains fly to several places on the California coast. Monarchs living east of the Rockies fly as far as 4,800 kilometers (3,000 mi.) to Mexico. When they reach warmer places, millions of them rest in trees through the winter. In spring, they migrate north again in search of plants on which to lay their eggs. No one knows how monarchs find their way.

Conclusion



Over the years, people have collected butterflies and moths for scientific study, and as a hobby. Scientists and others have learned a great deal about these insects from collections. However, millions of these beautiful insects have lost their lives because of collectors.

Watching butterflies and moths while they are alive is much kinder and also more interesting. You can learn a great deal about their similarities and differences just by watching them fly and feed. Take pictures of them or catch them in a net for a closer look (don't touch!) and then let them go. View photos of your favorite species on the Internet or in a book. Build or visit a butterfly garden and keep a journal to record their activities.

However you choose to enjoy butterflies and moths, remember that they are among nature's most amazing insects.

Do You Know?

Do not touch butterflies or moths. The oils on human hands can hurt their wings. No matter how gentle you try to be, you are likely to hurt them by breaking a piece of wing or rubbing off some scales.

Glossary

antennae	the feelers on an insect's head that help it feel and smell (p. 5)
caterpillars	the larvae of butterflies and moths (p. 9)
chrysalis	the stiff case around the pupa of a butterfly (p. 11)
cocoon	the case around the pupa of some moths, usually made of silk (p. 11)
exoskeleton	the hard, outer shell of insects and their relatives (p. 5)
insects	small animals that have six jointed legs and a body with three parts; many have wings, too (p. 5)
	
invertebrates	animals that do not have a backbone (p. 5)
larval	a stage in an insect's life cycle just after hatching from its egg (p. 9)
metamorphosis	the process of changing from one form into another (p. 12)
migrate	to move from one place to another, such as from a cold place to a warm place (p. 17)

molting	the process of an animal shedding its whole skin (p. 9)
predators	animals that hunt and eat other animals (p. 10)
pupal	a stage in an insect's life cycle when it is changing from a caterpillar into an adult (p. 11)
species	a group of animals that share many traits (p. 6)

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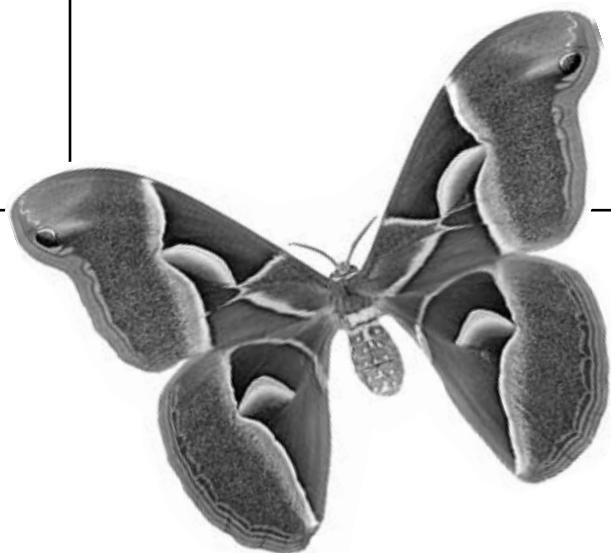
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Name _____

INSTRUCTIONS: Use *Butterflies and Moths* to fill in details about how butterflies and moths are the same and different.

Same	Different
Both are insects.	Butterflies are active during the day, and most moths are active at night.



Name _____

INSTRUCTIONS: Read the sentences. Use a dictionary or thesaurus to find an antonym for each underlined word.

1. Butterflies cannot fly if they are too cold. _____

2. Butterflies and moths have many of the same body parts. _____

3. A caterpillar's job is to eat and grow. _____



4. Some caterpillars have spines and other hairs that make them taste bad to predators. _____

5. Many caterpillars feed on plants that make them taste bad to birds and other enemies. _____



6. It appears dead from the outside, but inside amazing changes are happening. _____

7. Its wings, which are damp and crumpled, must expand, dry, and harden before the insect can fly. _____

8. Adult monarch butterflies are brightly colored to warn predators that they taste bad. _____

9. Moths have a strong sense of smell. _____



10. Butterflies have a good sense of sight. _____

Name _____

INSTRUCTIONS: At the top, put the words into alphabetical order. Then look up each word at the bottom in a dictionary. Find the definition that fits how the word was used in *Butterflies and Moths*.

blossom, moonlight, hover, butterfly, nectar, migrate, Rockies, scientists, species, banana, scare, enemies, feelers, digestive, butterflies, beautiful, antennae, moths, zoos, gardener

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

1. hover _____
2. migrate _____
3. moonlight _____
4. insects _____

Ghosts in the House

A Reading A-Z Level S Leveled Reader

Word Count: 1,581




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Ghosts in the House



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Noises in the Night

It was the 1830s in rural New Hampshire. Since no school buses or cars existed back then, Virginia had a long walk to and from school every day. She liked walking through the farm fields because it gave her time to think. Sometimes she'd meet up with friends and they'd pass the time talking.

One day, Caleb told her that he had heard strange sounds while staying at his grandmother's house. His grandfather had died recently and many of his belongings were stored in the attic. Caleb said that anytime he walked past the stairs, he felt a cold chill.

Virginia asked him to stop talking. She was getting scared. She too, lived in an old farmhouse with an attic. She too, heard noises in her attic. She grew worried and wondered if her house was **haunted**.



When Virginia arrived home, she wanted to ask her mother if she believed in ghosts, but decided against it. Instead, she quietly and **feverishly** did her chores. She helped with dinner, washed all the dishes, and swept up afterward.

Later in the evening, she was so exhausted that as she worked on her homework, she fell asleep in her chair. Her mother had to help walk her upstairs to get ready for bed.

"Good night, Virginia. Sleep well." Virginia's mother kissed her daughter on the forehead as she climbed under the **quilt**.

"Good night, Mother," said Virginia with a yawn, but as she drifted off to sleep, she dreamed of ghosts.





Tip-tap . . . tip-tap . . .

Virginia popped open her eyes with a burst of fear. *What was that sound?* She sat up and listened carefully, holding her breath.

Tip-tap . . . tip-tap . . .

"Mother, is that you?" Virginia whispered **urgently**, but there was no answer, only a strange, mysterious sound. *Was it ghosts?* Her father always preached that there was usually a simple answer to a simple problem, and so she decided to find out.

Tip-tap . . . tip-tap . . .

Virginia jumped out of bed and ran over to her bedroom window to see if maybe a tree branch was brushing against the glass. While peering outside, she watched the wind whip up leaves across the grass under a full moon.

Tip-tap . . .
tip-tap . . .

Virginia realized that the mysterious sound was not coming from below her, but from above her. *There were no bedrooms on the top floor, so it must be an animal, Virginia thought. Maybe a raccoon snuck into the attic and is clawing its way out.*

Virginia got back in bed, feeling much better that she had convinced herself there were no ghosts and soon fell into a deep sleep.



Lies and Lullabies

The next morning at breakfast, Virginia told her parents about the sounds she heard coming from the attic.

"I'll look up there after breakfast," said her father, with a quick glance toward her mother.

"Can I go with you?" asked Virginia. She saw a flash of worry cross her mother's face.

"No, dear," said Mother. "The attic is dusty, and you'll get your dress dirty."

Virginia was disappointed, but she knew better than to argue with her mother.



Later that day, Virginia helped her mother hang meat to smoke behind the fireplace. "I thought we had one ham left," said Virginia with a confused look on her face. "What happened to it?" she asked.



Her mother looked away without answering, which Virginia thought was strange. Her mother was often short with her, but never ignored her.

That evening, at dinner, Virginia asked her father about the animal in the attic. "Did you find anything?"

Her father shook his head saying only, "Maybe a couple of squirrels got in there, but it's nothing to worry about." Virginia noticed a shared glance between her parents.

That night, Virginia lay in bed waiting to fall asleep but was having trouble because she was thinking about the missing ham. She wondered if the missing ham and the sounds in the attic were somehow connected. *Had a giant raccoon somehow stolen their ham and dragged it upstairs?*



Then Virginia thought she had heard sounds, but she didn't—she heard voices. Virginia sat up and listened but could not hear any words, only the murmur of a whisper. Someone—a woman—was singing very softly, perhaps a **lullaby**, but Virginia did not recognize the words or the melody. She heard from Caleb at school that ghosts made strange sounds, but could they sing, too?



Virginia got out of bed and ran to her parents' room. "Mother! Father!" she called out. "There are people in the attic! I heard someone singing!"

"Hush, child," **scolded** her mother, "you'll wake your baby sister."

"But I heard someone singing a lullaby," Virginia insisted.

"It must have been your mother," said Virginia's father. "She was singing to the baby."

Virginia glanced at her mother. She was leaning over the baby's cradle. "Go back to bed, Virginia," she said without raising her eyes.

Virginia went back to her bedroom feeling **annoyed** and confused because she knew all her mother's favorite lullabies. The tune she had heard earlier was not any of them. But why would her father lie to her?

Maybe our house is haunted after all, thought Virginia. Maybe Mother and Father know about the ghosts and don't want me to be scared.

Virginia climbed back into bed, where she strained to hear more singing, but the house was oddly silent. Virginia liked that less than the noises. Something—or someone—was directly above her, but who, or what, was it? She slipped deeper under her quilt.

Shadows Beyond the Door

The next morning, Virginia went into the pantry to get a jar of peaches for breakfast, but there were none on the shelf. Virginia remembered that there had been three jars left the last time she looked. *Who had eaten all those peaches? Was it the same person or thing that took our ham?*

"Do ghosts eat?" Virginia asked her parents at breakfast.

Virginia's father chuckled, but her mother was not amused. "What nonsense," she said.

Virginia was not sure if she believed in ghosts or not but was tired of being treated like a kid, and so she decided she would sneak up and explore the attic on her own.



That night, Virginia forced herself to stay awake till after her parents were asleep. Then she got out of bed, lit a candle, and tiptoed to the steps that went up to the attic.

Virginia heard soft thumps and bumps and scraping noises along the way, and paused several times, clutching her chest, but always kept going. Her heart was beating so hard she thought that she might faint.

She pushed on the door to the attic, but it didn't move—it was locked.

Virginia peeked through the keyhole and saw shadowy figures moving inside. Ghosts! She was right! Her house was haunted! And there wasn't just one—Virginia counted three ghosts: two big ones and one that was about her size.



Suddenly, her candle blew out, and Virginia was left in darkness. She wanted to scream! The only sound she could hear was the beating of her own heart!

As Virginia stumbled her way back down the stairs in a hurry, her hands touched something soft. She nervously picked it up and scurried back to her bedroom.

Standing next to the window, she let the moonlight show her what she held in her hands: it was a doll made from **cornhusks**.

While Virginia wasn't sure whether ghosts ate or not, she was quite sure they did not play with dolls. She thought about the lullaby she had heard and the missing food and suddenly realized no ghosts were in the attic—real people were, but whom? Virginia **devised** a trap to find out.





The next morning, Virginia quietly put the doll back on the attic stairs. As she waited at the foot of the stairs, the attic door eased open. A little girl crept out and picked up the doll. Then she looked up and spotted Virginia.

The frightened little girl gasped and started to cry. Before Virginia could comfort the girl, a hand whisked her back into the attic and slammed the door.

Now Virginia knew the secret her parents had been keeping from her: the people in the attic were not ghosts; they were **fugitives**—slaves escaping to freedom in the north. Virginia once heard her parents whispering about the **Underground Railroad**, which was not a real railroad, with trains and tracks, but a collection of routes and homes fugitives could use to escape to Canada.

They could find freedom in Canada. Virginia's parents were stationmasters on the Underground Railroad, and now, so was she.

A few days later, Virginia realized the ghosts were gone. One of them had left a gift for her on the attic stairs. It was the small doll made from cornhusks. She kept it, but not for herself. If ever another family should stop at their "station," she would have something to offer them other than her own fear.



Epilogue

Around the 1830s, the effort to help slaves escaping from the southern United States was called the Underground Railroad. Although it was against the law, many individuals, both black and white, opened their homes to help these fugitives find freedom. Families like Virginia's often fed, clothed, and hid small groups of fugitives until it was safe for them to move farther north. It could take from several months to an entire year for fugitives to make it north to Canada, one of the only places they could be truly safe and free.

Glossary

annoyed	to get upset by some repeated acts (p. 13)
cornhusks	the leafy part of an ear of corn (p. 16)
devised	formed a plan (p. 16)
feverishly	to do something quickly with a lot of energy (p. 6)
fugitives	people running and hiding from the law (p. 18)
haunted	a place visited by ghosts (p. 5)
lullaby	a gentle song to put a child to sleep (p. 11)
scolded	to harshly criticize (p. 12)
quilt	a heavy blanket (p. 6)
Underground Railroad	a secret program that moved slaves from the southern United States to Canada, where they could be free (p. 18)
urgently	needing quick action (p. 7)

Name _____

Instructions: Write a prediction in the *Make* column. As you read, revise your prediction in the *Revise* column. If your prediction is confirmed, place a check mark in the *Confirm* column. Write the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

Name _____

Instructions: Read each question about the story *Ghosts in the House*. Use clues from the text and your prior knowledge to make inferences. Write each inference and the supporting information on the lines below.

Why did Virginia decide not to ask her mother if she believed in ghosts? Inference:	Text: _____ _____ Prior Knowledge: _____ _____
What do the reactions of Virginia's parents to her questions mean? Inference:	Text: _____ _____ Prior Knowledge: _____ _____
What is Virginia's relationship with the people in the attic? Inference:	Text: _____ _____ Prior Knowledge: _____ _____
Why don't Virginia's parents tell her about the fugitives? Inference:	Text: _____ _____ Prior Knowledge: _____ _____

Name _____

Instructions: Circle the contraction in each sentence. Write the two words that make up the contraction on the lines below the sentence. Then form a contraction from the two words provided.

1. Maybe a couple of squirrels got in there, but it's nothing to worry about.

2. The attic is dusty, and you'll get your dress dirty.

3. Then Virginia thought she had heard sounds, but she didn't.

4. I'll look up there after breakfast.

could not _____

he would _____

you are _____

they had _____

was not _____

are not _____

could have _____

should not _____

I am _____

they are _____



Name _____

Instructions: Circle the words joined together to create each compound word. Use the meaning of each individual word to write a definition of the compound word. Then write a sentence using the compound word.

1. **keyhole:** _____

Sentence: _____

2. **moonlight:** _____

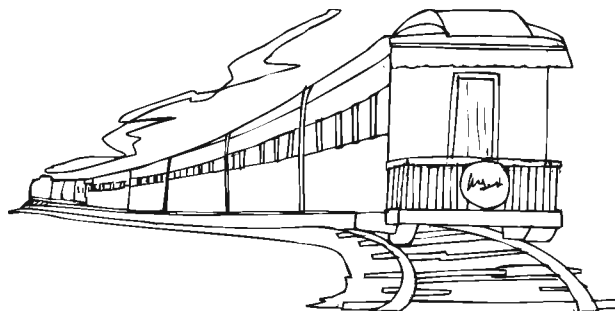
Sentence: _____

3. **railroad:** _____

Sentence: _____

4. **underground:** _____

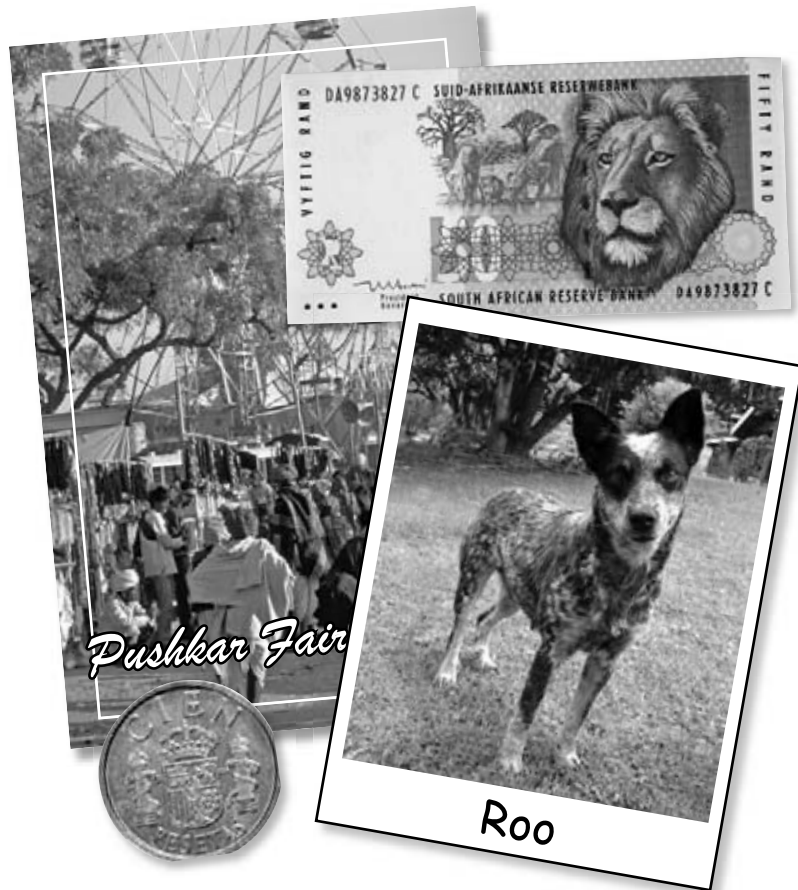
Sentence: _____



The International T-shirt Challenge

A Reading A-Z Level S Leveled Reader

Word Count: 1,095




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The International T-shirt Challenge



Written by Elizabeth Strauss

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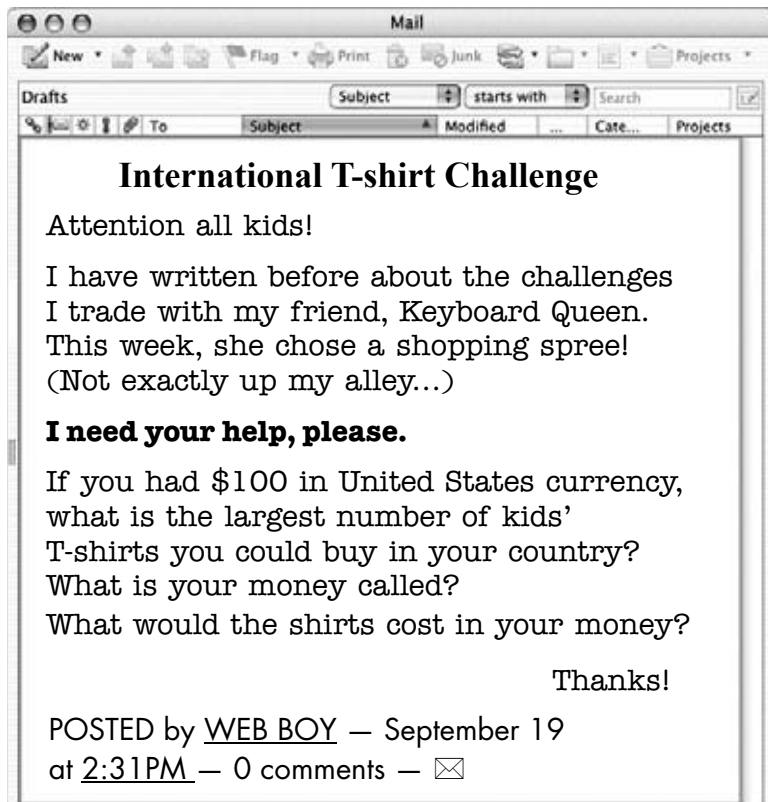


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Me and KBQ

KBQ and I first met at Jefferson Elementary. Katie's a whiz at the keyboard, that's why I call her KBQ—Keyboard

Queen. We made up this game we called "Super Brainy Adventures" or SBAs. We took turns challenging each other with brain stumpers.

▲ **WHAT WAS
THE FIRST
RECORDED
HUMAN-MADE
OBJECT?**

Why is a blue potato blue?

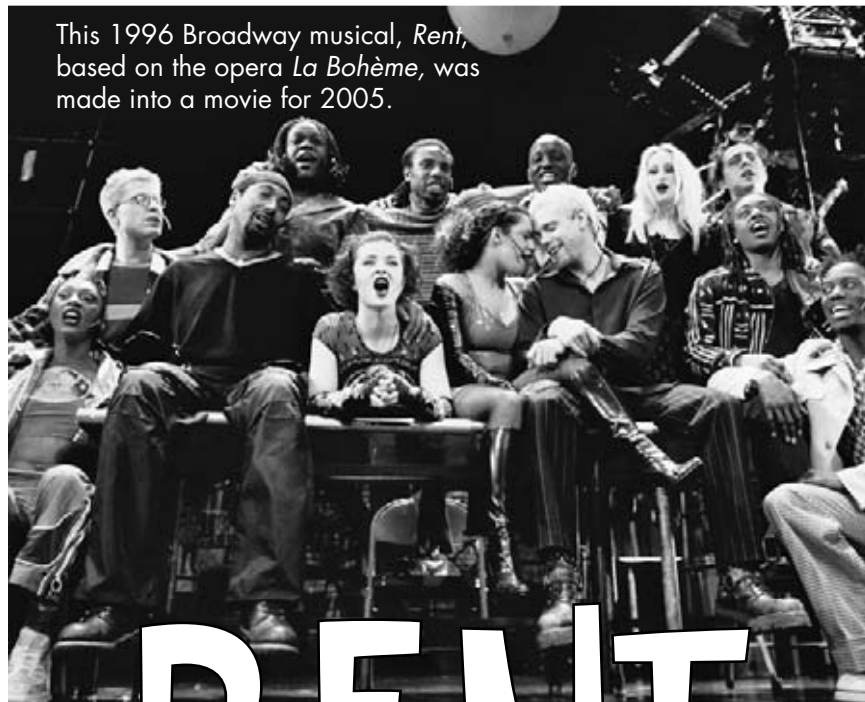
How many actors have
played Superman?

How many full-grown
Asian elephants can
be carried on the RMS
Queen Elizabeth 2?



Now we're at Independence Middle School. Our "SBAs" have grown into MMQs—"Master Mind Quests."

Last week I challenged KBQ to find a musical or opera from the nineteenth century that was the basis for a modern movie. It took her right up until our deadline to come up with an answer. This week it is KBQ's turn to try to stump me.



This 1996 Broadway musical, *Rent*, based on the opera *La Bohème*, was made into a movie for 2005.

RENT

Challenge Given, Challenge Taken

"Ready, Web Boy?" she said.

"Go, Keyboard Queen."

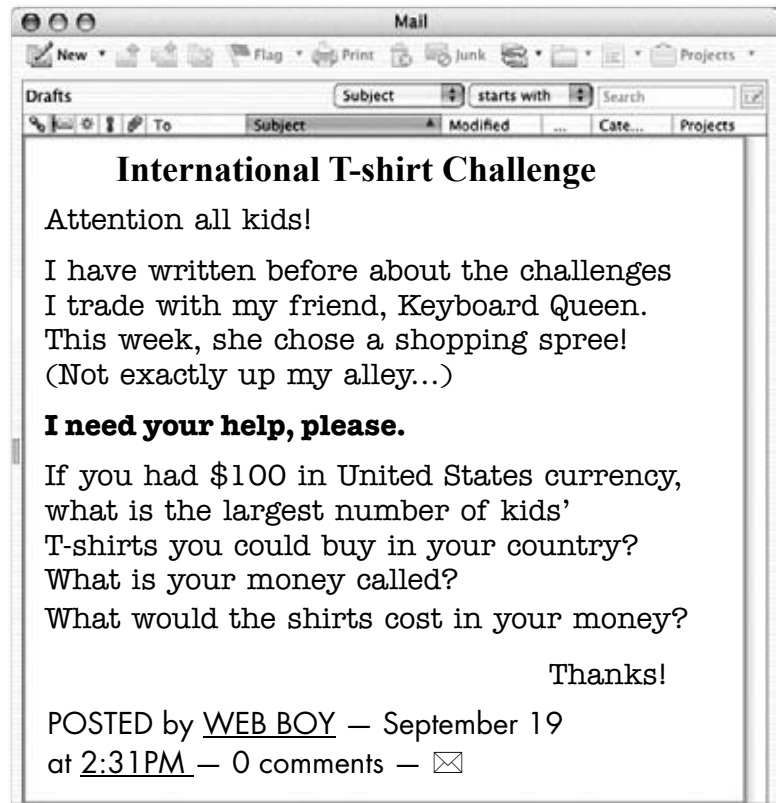
"This quest is called 'The International T-shirt Challenge.' It involves worldwide research, mathematics, culture, and **currency**. Imagine you have \$500 to spend. You must spend it all on kids' T-shirts, but the hitch is you must spend it among five countries."

"The person who has bought the most T-shirts and has the least amount of their \$500 left wins. The challenge, as always, ends on Friday at 3 o'clock."



"I'm in," I answered. My mind was already planning my **strategy**. *Great*, I thought. *She's sending me on an international shopping spree*. It was a **phenomenal** selection. I hated shopping, but I had a secret weapon. I had my **weblog**.

When I got home, I detailed the challenge and my plan for my Mom hoping for some shopping expertise. Advice in hand, I headed straight to the computer. I composed a post for my weblog, and then I posted it.



The Search Begins

Starting with the U.S.A., I went to my favorite **search engine** and typed in "kids' T-shirts." I checked the results. Our house rule is that Mom has to look at and approve anything I find on the **Internet**. I ended up at Almo's Gigantic Store. They had a sale on T-shirts, one for \$4.99.

I used my calculator. That would be 20 T-shirts from Almo's Gigantic Store for a total of \$99.80.



Part of my plan was to record this information so I could track it. I made a chart and filled in my first entry.

	Country (Currency)	Store	T-Shirt Price	Number	Total Price	Change
1	U.S.A. (dollar)	Almo's Gigantic Store	\$4.99	20	\$99.80	\$0.20
2						
3						
4						
5						
6						
7						

When I finished writing everything down, it was dinnertime. Then I needed to start my Social Studies project on the American Revolution. I couldn't check my blog because, according to our house rules, I had to turn off my computer at 9 o'clock.

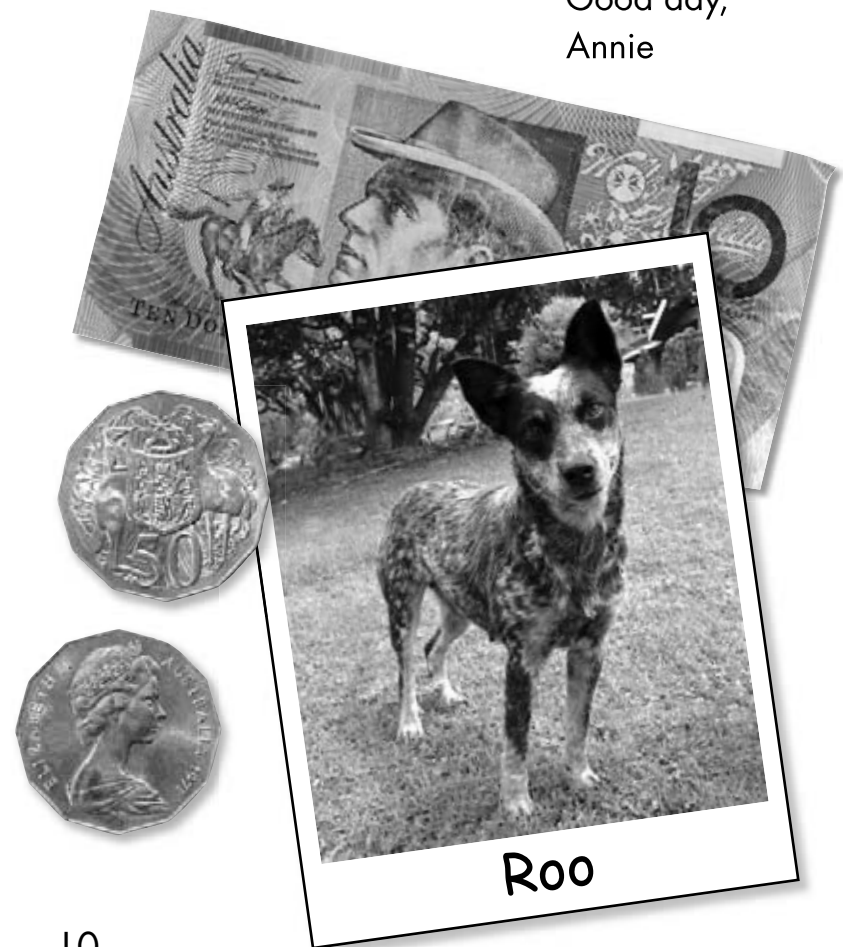
The next day I had two posts waiting for me.

AussieAnn12 said:

I live in Sydney, Australia. I shop at Ted's Discount Store with my dad. We get T-shirts for \$20 Australian. That's about \$15.32 American. \$100 would buy you six shirts.

We have an Australian Cattle Dog named Roo. Do you have a dog?

Good day,
Annie





Rakshi56 said:

Hello. I live in Mumbai, India. In India no child would go shopping without his or her parents. Our parents have a strong say in what we do.

If I was out at a fair with my parents, they might buy me a T-shirt. At the fair, T-shirts cost 100 to 200 rupees. (200 rupees is \$4.56 U.S.) That means you could buy about 21 T-shirts.

But I would never buy 21 T-shirts!

Rakshi56

I posted a thank you to AussieAnn12 and Rakshi56. Then I got to updating my chart. That made three down and four to go.

	Country (Currency)	Store	T-Shirt Price	Number	Total Price	Change
1	U.S.A. (dollar)	Almo's Gigantic Store	\$4.99	20	\$99.80	\$0.20
2	Australia (dollar)	Ted's Discount Store	\$15.32	6	\$91.92	\$8.08
3	India (rupee)	Pushkar Fair	\$4.56	21	\$95.76	\$4.24
4						
5						
6						
7						

Halfway There

After school on Wednesday, I had soccer. So when I got home, I went right to my chores. I wanted to get to my blog as soon as possible.

Yes! There were two comments. The first had a surprise. In South Africa, they shop at Almo's too.

siphokid said:

I live outside of Capetown, South Africa and we shop downtown at Almo's Gigantic Store. In South Africa, our money is called rands. Today, there are about six rands to every American dollar—but do you know that the number of rands to dollars changes every day? I found T-shirts on sale at Almo's for 16 rands.

By the way, did you know that Capetown has a whole museum of just T-shirts?

siphokid



LimT said:

In Singapore, we buy western style T-shirts at the mall. Most T-shirts cost 20 Singapore dollars. That's \$5.95 in U.S.A. money. So you could get 16 T-shirts here.

We wear T-shirts and jeans when we hang out at the mall. Our parents usually pay for them, so I use my money to buy CDs.



Then I posted my thanks to Sipho and Lim. I was past the halfway point, but I wasn't home free. I still had work to do to make sure I met KBQ's challenge.

	Country (Currency)	Store	T-Shirt Price	Number	Total Price	Change
1	U.S.A. (dollar)	Almo's Gigantic Store	\$4.99	20	\$99.80	\$0.20
2	Australia (dollar)	Ted's Discount Store	\$15.32	6	\$91.92	\$8.08
3	India (rupee)	Pushkar Fair	\$4.56	21	\$95.76	\$4.24
4	S. Africa (rand)	Almo's Gigantic Store	\$2.67	37	\$98.79	\$1.21
5	Singapore (dollar)	mall	\$5.95	16	\$95.20	\$4.80
6						
7						



On Thursday, I didn't get to my blog until 8:30 P.M. Then I found responses from England and Spain waiting for me.



FineBaggage said:

Hi! My name is Cheryl. I was born in the U.S. Now I live in Sussex, England. I'd take you to Woolworth's. That's where most of the kids buy their knock-around shirts. Plain T-shirts can be bought for as little as £7. I can do the conversion on my computer. Seven British pounds sterling would be about \$12.62 in American currency. That would get seven T-shirts for you.

LawrenceofArabia said:

I'm not really from Arabia. I'm from Barcelona, Spain. For T-shirts, we shop online at Pamplona's. We used to use pesetas, but now most of Europe uses the euro. Pamplona's gives their prices in euros. The euro is trading for about 83 cents to every American dollar. The least expensive T-shirt you could buy today is 15 euros. I hope this helps!

Adios,
Carlos



The Results

I posted a thank you to Cheryl and Carlos. Finally, I had what I needed to complete KBQ'S challenge successfully. I had information from seven countries! If I dropped the two totals furthest from \$100 (Australia and England), I knew that the remaining five countries would get me a total closest to \$500. I, Web Boy, had met and conquered The International T-Shirt Challenge!

	Country (Currency)	Store	T-Shirt Price	Number	Total Price	Change
1	U.S.A. (dollar)	Almo's Gigantic Store	\$4.99	20	\$99.80	\$0.20
2	Australia (dollar)	Ted's Discount Store	\$15.32	6	\$91.92	\$8.08
3	India (rupee)	Pushkar Fair	\$4.56	21	\$95.76	\$4.24
4	S. Africa (rand)	Almo's Gigantic Store	\$2.67	37	\$98.79	\$1.21
5	Singapore (dollar)	mall	\$5.95	16	\$95.20	\$4.80
6	England (pound)	Woolworth's	\$12.62	7	\$88.34	\$11.66
7	Spain (euro)	Pamplona's online	\$12.45	8	\$99.60	\$0.40
TOTAL				102	\$489.15	\$10.85

International Travel Master Mind Quest

Imagine you had \$5,000 U.S.A. dollars and seven days to complete a trip to one of the countries Web Boy used to win the International T-shirt Challenge.

- ❶ Use an Internet search engine, such as www.google.com, to find out how far your money will go as you research your destination.
- ❷ Tips to plan your trip:
 - **You need to decide where to go and create a budget.** Will you visit the United States, India, South Africa, Singapore, or Spain?
 - **You need a place to stay.** Will you stay at a hotel, a hostel, or maybe rent a room in someone's house?
 - **You need to eat.** Breakfast is often the least expensive meal on a trip, but what will lunch and dinner cost?
 - **You need a way to get there and back.** Will you fly on a plane, take a train, or maybe ride a bus? Do you need a passport?
 - **You need a way to get around your destination.** Will there be taxis, a bus system, or maybe even a subway or train system? Maybe you can walk or take local transportation, such as a rickshaw in India.
 - **You'll want to pick and choose from what activities interest you most about the place you'll visit.** Which activities cost money; which are free?
- ❸ Type search terms related to your International Travel Master Mind Quest using your ideas from "Tips to plan your trip."
- ❹ Share your trip with others.

Glossary

currency	the money used in a certain country (p. 6)
Internet	the network that connects computers together internationally (p. 8)
phenomenal	amazing (p. 7)
search engine	a website that looks for information you want to find on the World Wide Web once you enter one or more words (p. 8)
strategy	a smart plan of how to win a game or challenge (p. 7)
stumpers	questions that are difficult to answer (p. 4)
weblog (blog)	a website with an online journal where you can post comments for anybody to read (p. 7)

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India, 11	

Name _____



Instructions: Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

Name _____

Instructions: Join each pair of sentences with an appropriate conjunction to create a compound sentence.
Write the new sentence on the lines provided.

1. It took her right up until the deadline. She came up with an answer.

2. You must buy the most T-shirts. You need to have the least amount left.

3. I checked the results. Mom approved what I found on the Internet.

4. I needed to start my social studies project. I couldn't check my blog.

5. I got a lot of responses. I still had work to do to win the challenge.



Name _____

Instructions: Match words in the left-hand column with words in the right-hand column to create compound words. Then write the compound words you created on the lines provided.

key	thing	_____
week	paper	_____
any	way	_____
every	out	_____
news	board	_____
with	end	_____
down	line	_____
half	town	_____
on	one	_____
some	time	_____



A Big League for Little Players

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,386



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LEVELED READER • 5

A Big League for Little Players



Written by
Jane Sellman

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A Big League for Little Players



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Front cover: Catcher Nick De Jong, of the Daniel Boone National Little League in Columbia, Missouri, fields a pitch while umpire Jim Smith of Philadelphia, Pennsylvania, calls the game. De Jong's team was the Midwest Region's champion for 2006.

Back cover: Canada's team from Surrey, British Columbia, won against the Commonwealth of Northern Mariana Islands team from Saipan in the third game for each team in the 2006 Little League World Series.

Title page: Spectators enjoy games at Howard J. Lamade Stadium during the 2006 Little League World Series.

Table of contents: The Canadian province of British Columbia dedicated this totem pole to the Little League Organization. British Columbia established one of the first Little League teams outside the United States in 1951.

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Introduction

*“Josh Lester takes a short lead off first base.
Japan leads 1–0 in the third inning. ”*

As the sun sets behind the bleachers, the players start to notice the bright glow of the lights above the field. The grass here smells different, almost as if it’s been waiting a whole year for the kids to come back to play.



*“Cody Walker
steps to the plate
to face pitcher
Go Matsumoto.
We’ve seen two
great pitching
performances so
far today. Kyle
Carter has been
at his best
pitching for the
U.S. team.”*

Cody Walker takes
a swing.

Back home in June, there were only about 50 people in the stands. Now it's August, and there are almost 5,000, and even more are watching on national TV! All those weekend practices and stretching exercises paid off. The boys are playing in the 2006 Little League World Series.

"Here's the pitch . . ."

Every game is exciting, but this is the championship game. The players are no longer representing just their team or their state. Now they represent the whole United States!

"There it goes! No doubt about it, that ball is out of here! It's a two-run home run by Cody Walker, and the USA takes a 2-to-1 lead! Wow, what a moment for this young man and his teammates!"



That ended up being the game-winning play. Cody's team, from Columbus, Georgia, went on to win the Little League World Series championship game 2-1. The **spectators** watched as players and their families jumped for joy. Gloves and caps flew through the air. A similar scene plays out every summer in Williamsport, Pennsylvania, as some of the best baseball teams from around the world play in the Little League World Series. This is a popular event today, but how did Little League Baseball get to this point?



Teammates from Columbus, Georgia, celebrate their 2006 Little League World Series championship.



The catcher tries to tag the runner out during this early Washington Senators professional baseball game.

Baseball Begins

Experts cannot agree on when the game of baseball began. Games with balls and sticks have a long history around the world. Baseball is similar to older games, including the British games of cricket and rounders, but baseball has its own rules and **equipment**.

In 1744, the word *base-ball* first appeared in print, which helps us know that the game existed at that time. Baseball became popular during the Civil War in the mid-1800s. Soldiers used it as a diversion and played it in their free time.



A crowd enjoys the professional baseball World Series between the Detroit Tigers and the Chicago Cubs in 1907.

Professional baseball began around the end of the Civil War. Two leagues formed. The American League was **organized** in 1865, and the National League was formed in 1876. By the 1890s, baseball was so popular that it became known as the United States's national **pastime**. The first World Series, which matches the champion of the American League against the champion of the National League, took place in 1903. The Boston Americans beat the Pittsburgh Pirates in eight games, making them the best baseball team in the United States.

History of Little League Baseball

For as long as there has been baseball, there have been kids **eager** to play it. Before there was television, many children would rush home from school and huddle around a radio to listen to their favorite teams' games. Sometimes they would pretend to be one of the star players. *"No, wait! You're Mickey Mantle, and I'm Jackie Robinson!"*

Families living on farms set aside land for a baseball diamond. City kids played stickball in the streets, using broomsticks for bats and mailboxes or trees for the bases. Vacant lots were turned into playing fields. Winning was great, but the joy of playing a sport with your friends was just as important. Playing baseball was fun, but it was not very well **organized**.



Kids play a pickup game of baseball.



Carl Stotz poses with players before an early 1950s Little League World Series game.

Then came Carl Stotz. When Carl was a boy, the older kids would not let him play baseball with them. When he grew up, he wanted to give all young boys a chance to play baseball. His hope was that an organized league would teach boys the ideals of sportsmanship, fair play, and teamwork. Instead of knocking on doors to see whether their friends could come out to play, now kids could be on a team, play **scheduled** games, and be coached on how to play better.

In 1939, Stotz formed Little League Baseball in Williamsport, Pennsylvania. The league had only 30 players and three teams. He received donations from local businesses. He was the manager of the Lycoming Dairy team. He asked two brothers to coach two other teams, Lundy Lumber and Jumbo Pretzel. With thirty dollars for each team, he bought uniforms for all the players. Players' moms sewed team names on the uniforms. Teams had to share gloves as well as the only catcher's mask. The teams played on a vacant lot.

In 1947, twelve teams played in the first Little League **tournament** that would later become the World Series. The Maynard Midgets from Williamsport beat Lock Haven Little League in the championship game. About 2,000 fans turned out, despite the August heat, and a great tradition was born.



A crowd cheers during a 1955 tournament game.

As news of the league spread, teams quickly formed all over the country. Any boy, age 9–13, could play Little League Baseball. He could be any race, religion, or color. (Girls were not allowed to play until 1974.)



A Girls Little League team poses for a picture.

By 1948, the league grew to ninety-four teams. Today, about 2.7 million children play on Little League teams not only in the United States but also around the world!



The Chinese Taipei team gets ready for a game in the mid-1980s.

How Teams Get to the Championship

Now more than 100,000 teams compete in Little League **divisions**! Different baseball divisions, such as Tee Ball, Little League, and Big League, group players by age. Little League, the most famous division, usually has teams of 11- and 12-year-old boys and/or girls. Each local Little League team is part of a district. In June, each district that is competing for a chance at the World Series picks an all-star team with no more than 14 players. To keep things fair, each player must be 11 or 12 years old on April 30 of that year. In softball, the cutoff date is December 31 of the previous year. The leagues also pick the manager and coaches for the team. In July, these teams play in many tournaments to narrow the field of **competitors**.



A batter from the Saudi Arabian team swings at a pitch during the teams victory over Whalley Little League in 2006's World Series tournament.

By August, only 16 teams remain in the Little League Baseball Division. They have earned a trip to Howard J. Lamade Stadium in Williamsport for the Little League World Series. Game by game, teams are eliminated until two remain. One team is from one of the 80 countries outside the United States that compete in Little League, and one team is from the United States. These final two teams play one game to determine the Little League World Series champion.

The 2006 Little League World Series

For the 2006 Little League World Series, teams from as far away as Saudi Arabia and Russia made it to Williamsport in late August. Kawaguchi City, Japan, won the International Championship over Matamoros, Mexico, by a score of 3–0.

Japan's star player, Go Matsumoto, hit a home run and was brought in as a relief pitcher to get his team out of a bases-loaded, no-outs bind. In the U.S. Championship game, the team from Columbus, Georgia, defeated the Beaverton, Oregon, team 7–3.

It was up to Georgia to carry the banner of the United States against Japan in the World Series Championship game. And carry it, they did.



Matsumoto pitches.



Kyle Carter talks with his catcher and other teammates on the mound during the game against Japan.

Georgia's pitching phenom Kyle Carter struck out 11 batters and gave up only three hits. Matsumoto's pitching kept the game close, but the Georgia team won to take the series for the United States for the second year in a row. It was quite a **feat** as the Kawaguchi City team had been undefeated.

Successful Little Leaguers

Many Little League World Series players have grown up to become baseball, hockey, and football players.



Gary Sheffield

Gary Sheffield, a nine-time Major League Baseball All-Star, played in the 1980 Little League World Series. Derek Bell, who played on that same Little League World Series team, later played in the Major League World Series for the Toronto Blue Jays. Little League World Series players



Chris Drury

Chris Drury (1989), Stephane Matteau (1982), Pierre Turgeon (1982), and Ray Ferraro (1976) have played hockey in the National Hockey League. Brian Sipe, a former Cleveland Browns quarterback, played in the 1961 Little League Baseball World Series.



Jason Varitek,
Boston Red Sox
catcher

Wilson Alvarez,
former Major
League Baseball
pitcher



Sean Burroughs,
Tampa Bay
Devil Rays
third baseman

Conclusion

The Little League World Series continues to grow and change. More than 300,000 people attended tournament games in 2006, and the games were televised around the United States. When second baseman Josh Lester of Columbus, Georgia, fielded the last out of the championship game, the crowd broke into cheers and chanted, "USA! USA!"



The Georgia team celebrates its 2006 victory for the USA.



In true Little League spirit, the Georgia team members asked the Kawaguchi City players to join them in a victory lap around the field. This proves that Little League's **goal** remains the same after decades of growth: to provide a game that teaches players the principles they should use as good citizens of the world.

"Ladies and Gentlemen, boys and girls, we'll see you next year for another exciting Little League World Series!"



Explore More

To learn more about Little League Baseball and Softball, visit the website: <http://www.littleleague.org>

For Little League World Series history, including records and more famous former players, visit the website: <http://www.littleleague.org/worldseries.html>

Glossary

competitors	other teams that a team plays against (p. 13)
divisions	separate groups that are part of a larger organization (p. 13)
eager	excited and interested (p. 9)
equipment	tools used in work or play (p. 7)
feat	an action that was hard to perform (p. 16)
goal	something you want to accomplish (p. 19)
organized	grouped and managed by leaders (p. 8)
pastime	hobbies or activities (p. 8)
scheduled	set to begin at a certain time (p. 10)
spectators	people who observe an event without taking part (p. 6)
tournament	a series of games or competitions that determine a final champion (p. 11)

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Name _____



Instructions: In the first box, write what you're curious about. In the second box, write answers to any of the questions in the first box. In the third box, write questions you still have about the topic.

What I'm curious about

Answers to my questions

What I still want to know

A BIG LEAGUE FOR LITTLE PLAYERS • LEVEL 5 • 1

SKILL: ASK AND ANSWER QUESTIONS

Name _____

Instructions: In the left-hand boxes, write the main idea of each section. In the right-hand boxes, list up to three details that support each main idea.

Section 1-Main Idea	Details 1. 2. 3.
Section 2-Main Idea	Details 1. 2. 3.
Section 3-Main Idea	Details 1. 2. 3.
Section 4-Main Idea	Details 1. 2. 3.

Name _____

Instructions: Circle the word in the sentence that contains an apostrophe. On the line, write whether the word is a *possessive noun* or a *contraction*. Then create two sentences of your own that contain *possessive nouns* on the lines below.

1. Now it's August, and there are 5,000 people watching! _____
2. It became known as the United States's national pastime. _____
3. There's a Little League team in almost every town across America. _____
4. Players' moms sewed names on the uniforms. _____
5. Teams had to share gloves as well as the only catcher's mask. _____
6. Georgia's pitching phenom struck out 11 batters. _____
7. Baseball's now one of the largest organized sports in the world. _____
8. Little League's goal remains the same after decades of growth. _____

1. _____

2. _____



Name _____

Instructions: Match words from the left-hand column with words from the right-hand column to create compound words found in *A Big League for Little Players*. Then write the compound words you created on the lines at the bottom of the page.

base

times

out

work

week

man

team

side

some

boxes

broom

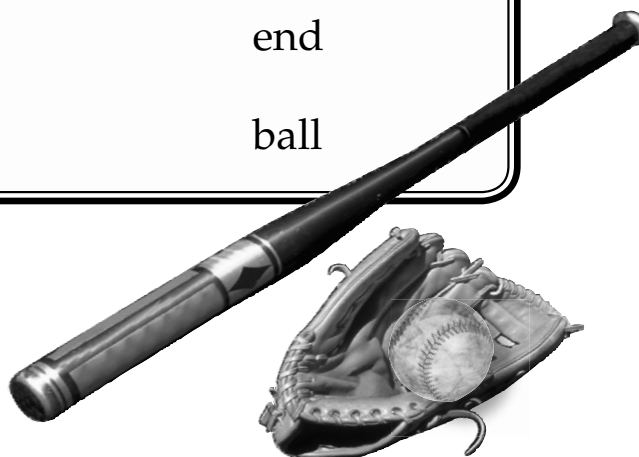
mates

mail

end

team

ball



Animals Feel Emotions

A Reading A-Z Level S Leveled Reader

Word Count: 1,167




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LEVELED READER • S

Animals Feel Emotions



Written by Kira Freed

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Animals Feel Emotions



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Correlation

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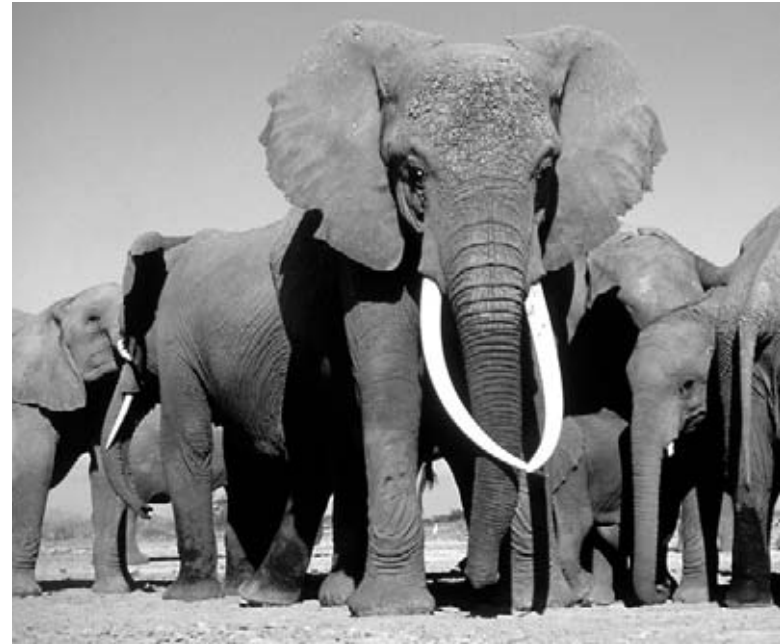


Introduction

Do you think animals are capable of feeling love? I am convinced that animals feel love, as well as many other emotions. Many pet owners and people who work with animals agree with me.

However, many scientists do not go along with this idea. To them, what you and I consider animal emotions are really **instincts**. Instincts are built-in behaviors animals do without thinking that are designed to keep them alive.

In this book, you'll read amazing stories about animals that I believe show that they aren't just behaving on instinct. The stories include tales of **loyalty**, friendship, tenderness, **compassion**, and parental care. As you read, think about how humans would behave in similar situations. When you finish reading, I'm convinced you'll agree that animals can and do feel love.



Echo with members of her herd

An Elephant's Dilemma

Echo was the highest-ranking female in a herd of African elephants being filmed for a wildlife movie. Soon after she gave birth to a male calf, it became clear that the baby was unable to stand. His front legs were bent at the wrist joints, and he couldn't straighten them. He kept raising himself up on his hind legs but couldn't get his front legs to work properly. Echo tried to lift the calf with her trunk, but he simply couldn't walk.

An elephant herd depends on its head female for leadership. It was soon time for the herd to move on to search for food, but the young calf would never be able to keep up since he couldn't walk. Echo didn't want to be separated from the herd, but she refused to **abandon** her new son, Ely. Elephants can survive for several days without food and water, but it's a big risk to stay in one place for too long. Echo had to choose between the herd and her son.



Elephants on the move



Ely, front, sleeps under Echo's legs.

While most of the herd left to search for a new watering hole, Echo and her daughter Enid stayed with Ely. It was hot, and they were soon out of food and water. Echo and Enid managed to move Ely to a small mud hole to splash themselves and the calf with water. Again Echo tried to get Ely to his feet, but he screamed. Because he couldn't stand, Ely was unable to nurse properly. The little guy was soon close to starving. Echo still did not abandon him.

Somehow, the calf survived for two days. On the third day he started putting the bottoms of his feet on the ground and trying to stand up. He kept standing, falling, and trying again. Amazingly, Ely was **eventually** able to walk, and the three found and met up with the rest of their herd.



Elephants at a watering hole

The filmmakers figured that the calf was so large that his front legs were locked in an unnatural position while inside his mother. Somehow Echo knew that Ely just needed time to stretch his legs and get them moving properly. His patient, loving mother risked her life to give the calf just what he needed to survive. In my opinion, Echo clearly felt love for her son.



Ely at age 10 in 2000



Owen faithfully follows Mzee.

Mom and Baby?

During the 2004 Asian tsunami, a young hippopotamus named Owen became separated from his mother and was carried far from his home by the ocean's waves. A wildlife ranger rescued him and arranged for Owen to be taken to a wildlife park. Missing his mother, Owen found a substitute mom in a 100-year-old tortoise named Mzee. The unlikely pair are now devoted and inseparable companions.



On the way to the nesting ground

Penguin Parenting

Emperor penguins live in Antarctica, which has one of the harshest climates on Earth. In March, these penguins migrate one hundred miles—on foot or by belly sliding—to their nesting ground. After arriving, the colony huddles together to survive freezing temperatures and high winds. Each penguin also chooses a mate.

In May or early June, the female, whom we'll call Snow, lays an egg. She places it on her feet to prevent it from touching the ground and freezing. As soon as the male—let's call him Ice—sees the egg, he begins singing **ecstatically**. Snow joins him in song, and the pair sing together for as long as an hour as they stare at the egg.



An Emperor penguin holds an egg on its feet to keep it off the ground.

After singing, Snow carefully passes the egg to Ice. He supports it on his feet and covers it with a flap of belly skin to keep it warm. Ice protects the egg from harm while Snow treks back to the ocean to feed. In her absence, Ice eats nothing for nearly four months through a brutal winter while balancing the egg on his feet and barely moving.

The egg hatches in August. When Snow returns from the sea, she sings and dances when she locates Ice. She is even more excited to hear her chick peeping and quickly takes it onto her feet. Ice takes off for the ocean and the promise of a good meal after a long, hard winter of babysitting.



Emperor penguins keep their hatchlings warm and safe.

Snow and Ice give new meaning to “going the extra mile” for their child. During the next few months, Mom and Dad take turns traveling up to 50 miles back to the ocean to feed. The penguin chick is always in the watchful, loving care of one of its parents, who show their love by always keeping their chick safe.



Malamute Mates

Kobuk and Tika, two champion malamute show dogs, were a breeding pair enjoying their doggie retirement. Kobuk, the male, was dominant and demanding of attention from Anne, his owner. He was quick to make his needs known, whether a belly scratch, a meal, or a trip outside. Tika, the female, was much quieter and more **passive**. If someone tried to pay attention to her, Kobuk would grab the attention for himself. He also insisted on going out the door first for daily walks. If Tika was in the way, he'd often knock her down.



Kobuk worried about his companion.

One day, Anne discovered a tumor on Tika's leg that turned out to be **malignant**. Somehow Kobuk knew, and his behavior toward Tika immediately changed. He insisted on staying by her side day and night, and frequently groomed her face and ears. After Tika's leg was **amputated** to remove the cancer, Kobuk watched over her attentively. Anne could tell Kobuk was terribly worried to see Tika suffer.

One night Kobuk woke up Anne with great urgency. He ran over to Tika, and Anne took them both outside. Anne discovered that Tika's belly was swollen and huge. Tika's stomach had filled with air, a condition that can be life-threatening. A visit to an emergency veterinary clinic saved Tika's life, but only because of Kobuk's alert warning. Tika recovered from her surgeries and learned to walk on three legs. Kobuk went back to being to his **rambunctious** self—but only after he had proven his **devotion** to his beloved mate.



Tika learned how to get around on three legs.



Marc with Jethro, left, and Zeke.

A Dog with a Big Heart

Jethro was a large, gentle dog who came to his owner, Marc Bekoff, from the Humane Society. Jethro didn't chase animals, even though that behavior is instinctual to most dogs. He preferred to peacefully watch the world around him. One day Jethro brought Marc a baby rabbit that didn't have parents to care for it. While Marc nursed the rabbit over the next two weeks, Jethro insisted on staying right next to the baby's box to watch over her. For months after the rabbit was released back into the wild, Jethro would run to the spot where Marc had let the rabbit go, hoping for a reunion with the rabbit whose life he'd saved.

Conclusion

This book contains just a few of the many inspiring stories of animal love and devotion. These kinds of interactions take place all the time in the animal kingdom when people aren't watching. Each interaction provides **evidence** that animals can and do feel love.

The next time you see animals interacting, consider the fact that they are family to each other. Just because they can't speak the words *I love you*, as humans do, doesn't mean they don't feel the emotion behind the words. Their loyalty, devotion, and compassion for each other leave no doubt that animals are capable of love.



Glossary

abandon	leave behind (p. 7)
amputated	cut off (p. 16)
compassion	feeling for the suffering of others and wanting to help (p. 5)
devotion	great love and commitment (p. 17)
ecstatically	extremely joyfully (p. 13)
eventually	finally, after a long delay (p. 9)
evidence	information that proves something is true or false (p. 19)
instincts	patterns of behavior animals do without thinking about them (p. 4)
loyalty	being loyal or committed (p. 5)
malignant	dangerous, deadly (p. 16)
passive	not active (p. 15)
rambunctious	noisy, active, and full of excitement (p. 17)

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Reading a-z

Important Event	Important Event	Important Event	Important Event

ANIMALS FEEL EMOTIONS • LEVEL 5 • 1

[illegible]

SKILL: SUMMARIZE

Name _____

Instructions: Write *C* on the line if the sentence is a compound sentence and *NC* if the sentence is not a compound sentence. Circle the conjunction that separates the two parts of each compound sentence. Then write your own compound sentence on the lines provided.

_____ Instincts are built-in behaviors designed to keep animals alive.

_____ When you finish reading, I'm convinced you'll agree that animals can and do feel love.

_____ It was soon time for the herd to move on to search for food, but the young calf could never keep up.

_____ Elephants can survive for several days without food and water, but it's a big risk to stay in one place for too long.

_____ It was hot, and they were out of food and water.

_____ He kept standing, falling, and trying again.

_____ Snow joins him in song, and the pair sing together for as long as an hour as they stare at the egg.

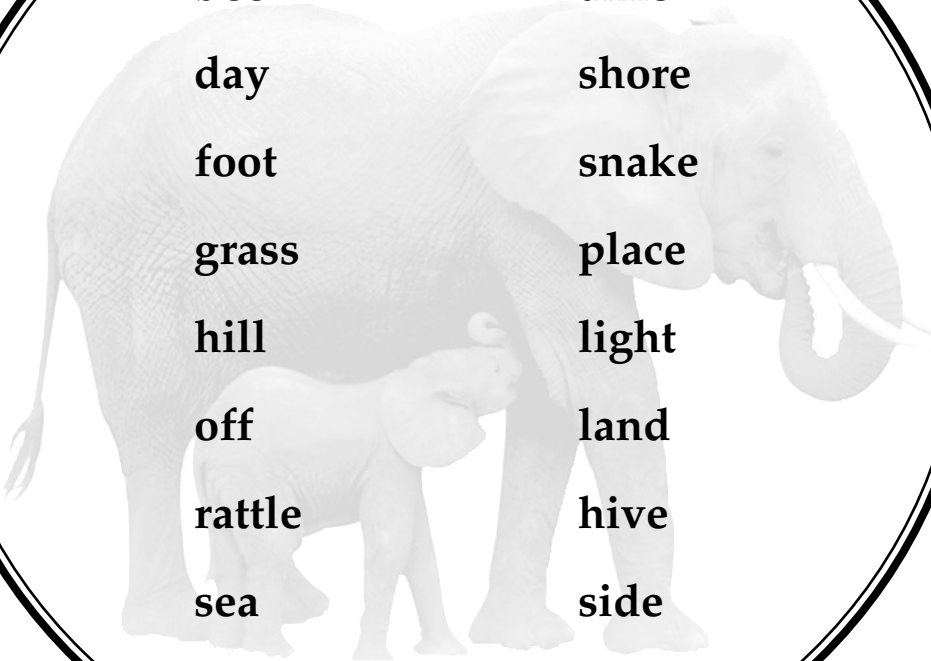
_____ After singing, Snow carefully passes the egg to Ice.



My compound sentence:

Name _____

Instructions: Draw lines to match words in the left-hand column with words in the right-hand column to create compound words. Then write the compound words you created on the lines at the bottom of the page.



any spring
bee time
day shore
foot snake
grass place
hill light
off land
rattle hive
sea side
spring print

Making Mosaics

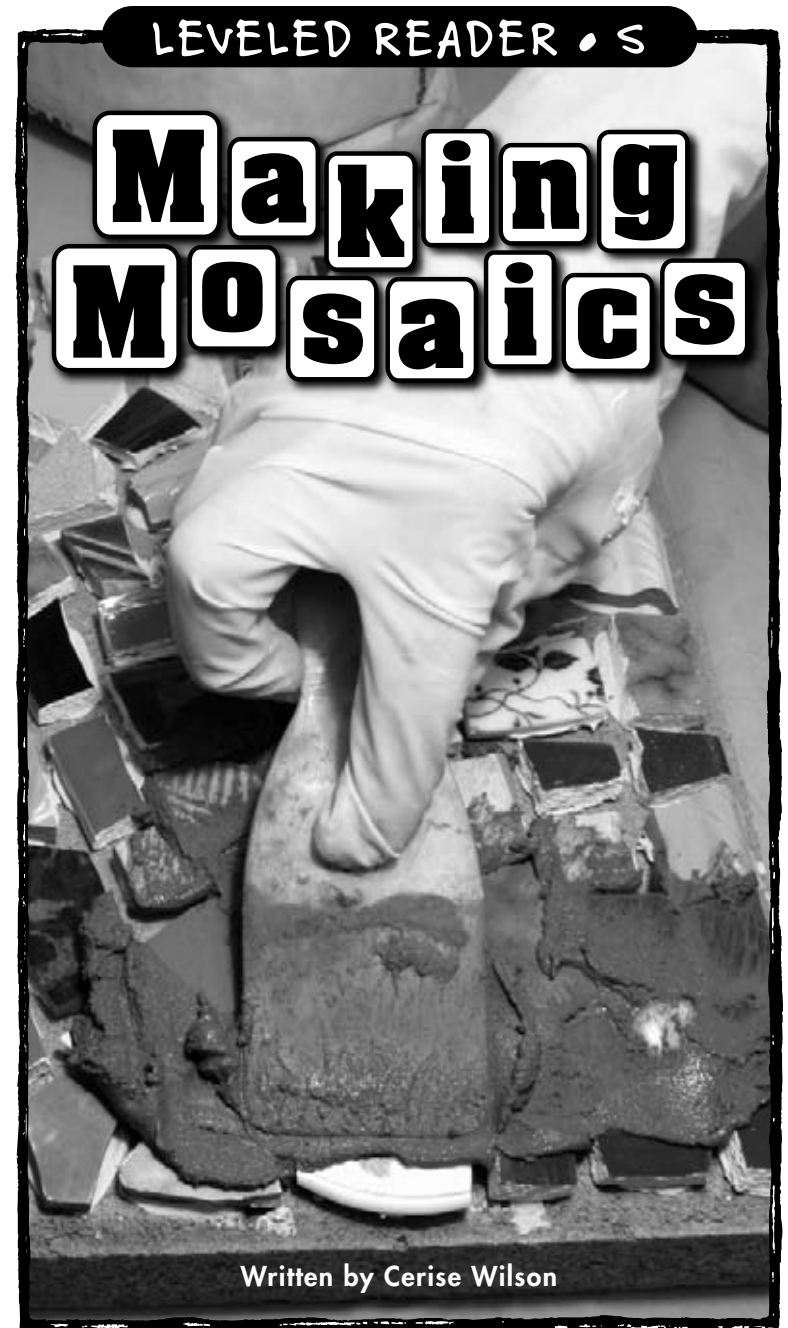
A Reading A-Z Level S Leveled Reader

Word Count: 1,155



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Making Mosaics



Written by Cerise Wilson

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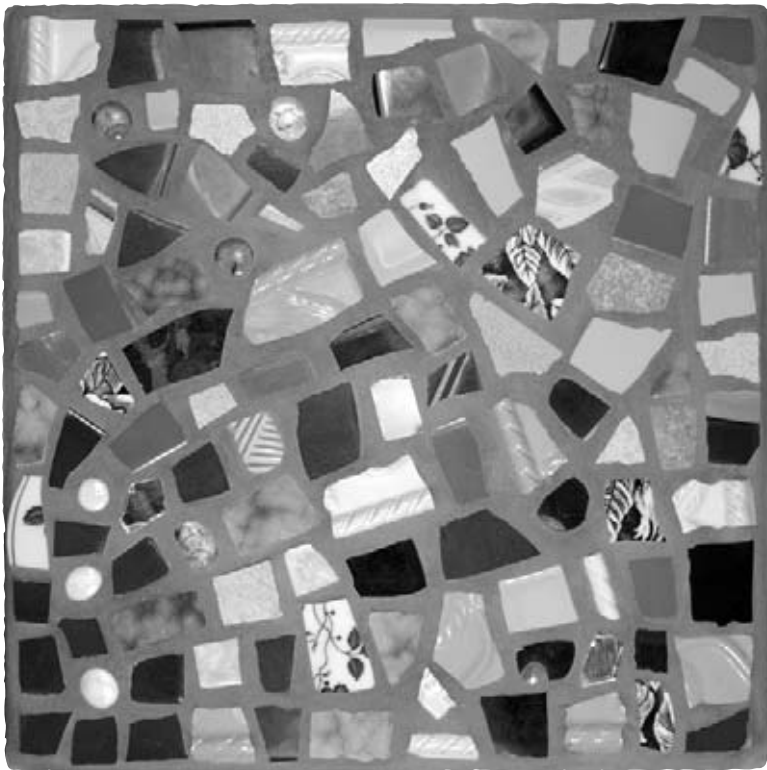
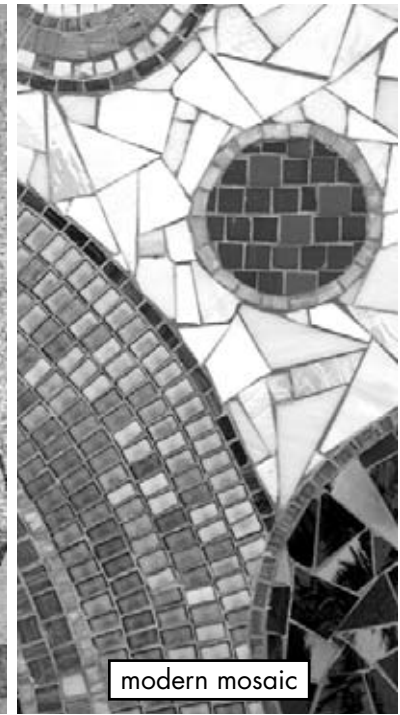


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traditional mosaic



modern mosaic

Introduction

Making a mosaic is a process of putting together pieces of various materials to create unique designs. Mosaics like this one made in this book have been designed for thousands of years. The tools and supplies for making mosaics can be simple. Materials vary from the traditional tile, glass, pottery, and china to the imaginative—stones, seashells, marbles, and pieces of mirror.

History of Mosaics

In the beginning, most mosaics were practical as well as decorative. In Turkey, pebble mosaic floors were discovered in homes built during the 700s BC. Some of the ancient Romans had wall mosaics showing sacred images. These kinds of wall displays were also used by early religious groups to decorate their places of worship.



People recently uncovered this ancient mosaic in the ruins of a Christian church in Israel.

By the 1400s, mosaics were not just used for practical purposes. Mosaics became an art form. Entire walls and ceilings were covered with mosaics that contained complex images. During the Renaissance, mosaics mirrored paintings. This was called **pictorial realism**.



In the 1700s and 1800s, artists created mosaic miniatures: tiny bits of glass and ceramic used to decorate keepsake boxes, plaques,

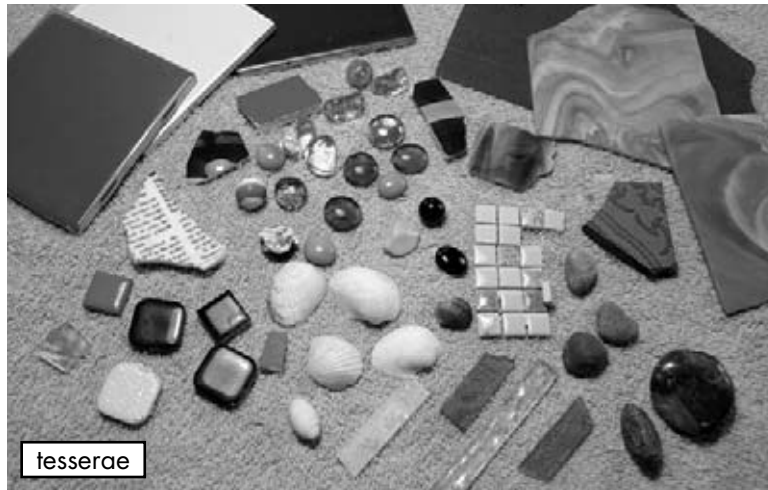
and jewelry. At the end of the 1800s, the **Art Nouveau** movement sparked a renewed interest in creating mosaics. Today, artists



create both formal and abstract mosaic designs.

Art Nouveau example (top)

20th Century art (bottom)



Materials and Supplies

Although the finished product looks complex, the process of making a mosaic is quite simple. In fact, many of the materials are inexpensive and available at any hardware store. Some are even free. Below are five things you need to get started.

Tesserae: Tesserae are the many small pieces that are put together into a larger design. Some of the most commonly used tesserae are stone, glass, and ceramic tile; however, a broken plate or cup, interesting stones, or a bucket of seashells can be used for a mosaic. Do not limit your creativity.

Adhesives: You will also need some kind of glue to permanently stick the pieces of your tesserae to the surface of your choosing. There are several types. One is mastic, which is latex-based. Another is thinset, which is like mortar.

Grout: Grout will also be needed to fill the spaces between the tesserae. All grouts contain Portland cement for strength and durability. Some are **polymer**-enhanced for even more strength and flexibility.

Use non-sanded grout for filling cracks less than one-eighth inch wide but sanded grout for larger cracks. Both types come in a variety of colors.





Tools: Many people use a hammer to break larger pieces of tesserae. For more control, there are handheld tile nippers, which look like pliers. Other tools such as a **trowel**, **float**, **palette knife**, or **spatula** may also be needed to smooth grouts and glues. Finally, you will need a sponge to wipe the surface of your mosaic after you apply the grout.

Protection: Safety is always important. When breaking or cutting the tesserae, you will need to wear safety glasses and a dust mask. The powdered cement mortars and grouts contain silica. Silica can irritate your eyes and lungs. Also, latex or rubber gloves should be worn when working with grout and mortar to protect your hands.



Making a Mosaic

Begin your project by choosing the item you wish to decorate. Consider a simple item, such as a garden stepping stone, and a simple design. Then, gather your tesserae and cut them into uniform sizes. If you are using tile nippers, place the cutting jaws so that they overlap the edge of your tesserae, about an eighth of an inch. Squeeze the handles firmly. To make a curved shape, try several small cuts, nibbling away slowly. If you have problems cutting your tesserae with the tile nippers, chances are you are putting too much of the material into the jaws of the nippers.

Now, choose your first piece of tesserae, spread a small amount of glue on the back and press it onto the surface of the item you wish to decorate. Make sure not to apply too much glue. Use just enough to make sure each piece stays in place. (If you apply too much, the glue will push up between the mosaic pieces.) Use a palette knife or your finger to wipe away any extra glue. Follow this method until the object is covered with tesserae. When positioning pieces, be sure to leave space between them for the grout. (The size and frequency of the grout influences the overall design. Stagger the cracks between pieces to avoid creating straight lines throughout your design.)



Once the item is covered with tesserae and has dried for 24 hours or more, you are ready to grout. Cut off the top of a plastic gallon milk jug and use the bottom part as a mixing bowl for your grout. Start by making sure the surface of your item is wiped clean of any remaining glue. Then, wearing rubber gloves, safety glasses, and a dust mask, mix a small batch of grout, following the directions on the package. You should aim for a thick, smooth mixture like peanut butter. You can use a spatula or trowel to mix your grout. Once it is mixed, let it sit to **cure** for about ten minutes before continuing.





Next, apply an even coating of grout to the surface. Then, press it into the cracks with a spatula or rubber float. Once all the cracks are filled with grout, you can begin to remove the rest from the surface.

Start by thoroughly wiping the entire mosaic with a lightly dampened sponge. Have a bucket of clean water nearby. Use it to clean the sponge, wring it out, and then wipe the surface again. Repeat this until the surface is fairly clean and smooth.

Make sure all the pieces of tesserae are visible. Sometimes the thinner pieces get buried by the grout. There may still be a haze left on the surface of the mosaic, too. This can be wiped off with a clean, soft cloth in about an hour, as the grout hardens.

When cleaning up, do not dump the water used to rinse the sponge down the drain. The grout can settle and harden in a drainpipe and cause future clogs. Also, when cleaning up after working with cement products such as grout, it is helpful to rinse your hands in vinegar before washing them. This will help restore the **pH balance** of your skin.

After three days, the grout will harden completely and can be sealed. Sealing is not necessary, but if the mosaic will be outdoors or will often come into contact with moisture, it is a good idea.

This will also help seal out any stains.

Do You Know?

Occasionally misting the mosaic with clean, cool water for three days will help it cure. For this, you can use a simple plastic spray bottle.



Conclusion

Although the finished product looks very sophisticated and complex, making a mosaic is quite simple and requires only a few of materials and supplies. Beginners and professionals alike can create beautiful, lasting designs with broken tiles, pieces of broken dishes, and other unique objects. With these and a few other common tools, you can create your own mosaic in no time.



Glossary

Art Nouveau	a style of decoration that depicts leaves and flowers in long curvy lines (p. 6)
cure	to preserve something through a chemical process (p. 12)
float	a tool used for smoothing plaster or cement (p. 9)
palette knife	small artist's knife with a flexible blade used to mix, scrape, or apply paint (p. 9)
pH balance	the correct level of acid; too much acid in the body causes illness (p. 14)
pictorial realism	an art style that depicts subjects accurately rather than in an idealistic or abstract way (p. 6)
polymer	large molecules linked together which add strength to other compounds (p. 8)
trowel	a flat tool used to make even surfaces (p. 9)

Name _____

Instructions: List the steps of making a mosaic. Use the information from pages 10-14 of Making Mosaics.

Topic
First
Next
Next
Next
Next
Next
Next
Next
Last

Name _____

Instructions: Identify and list the important information from the section in the *Important Information* boxes. Then use the information to create a summary in the *Summary* box.

Important Information	Important Information	Important Information	Important Information

MAKING MOSAICS • LEVEL 5 • 2

Summary

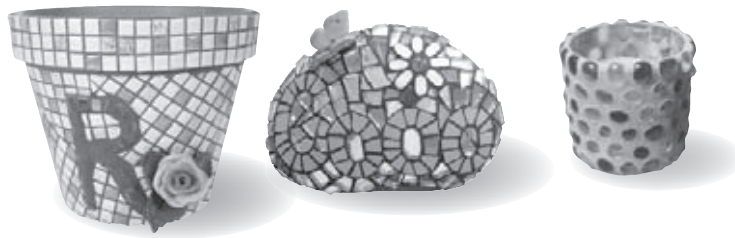
SKILL: SUMMARIZE

Name _____

Instructions: Read each sentence. Choose an adjective that makes sense in the sentence and write it on the line. Circle the noun in each sentence that the adjective describes. Then write two sentences containing one or more adjectives on the lines provided.

1. You can create a _____ mosaic.
2. You will need to cut _____ pieces of tesserae.
3. Glue the tesserae in a(n) _____ pattern.
4. Grout will fill the _____ spaces between the tesserae.
5. The grout should be a _____ mixture.
6. Use a _____ sponge to wipe the surface of your mosaic.

My Sentences:



1. _____

2. _____

Name _____

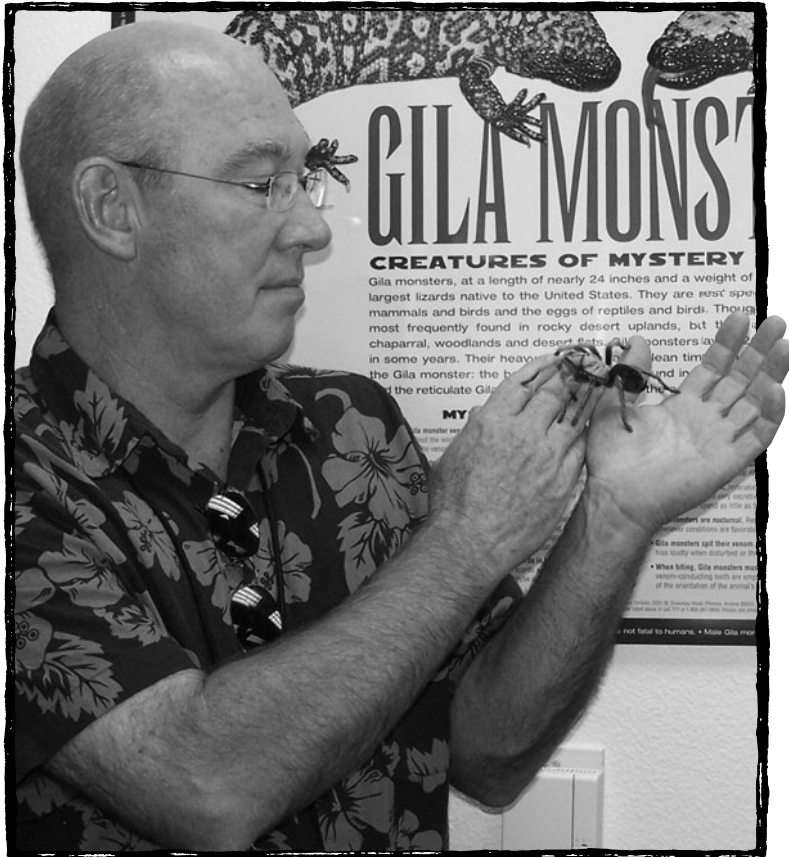
Instructions: *Multiple-meaning words* are words that sound and are spelled alike, but have different meanings. Read each word. Then write two sentences, each using a different meaning of the word.

Word	Sentence
bank	1. _____ _____
	2. _____ _____
float	1. _____ _____
	2. _____ _____
mean	1. _____ _____
	2. _____ _____
race	1. _____ _____
	2. _____ _____
type	1. _____ _____
	2. _____ _____

Bites and Stings

A Reading A-Z Level S Leveled Reader

Word Count: 1,329

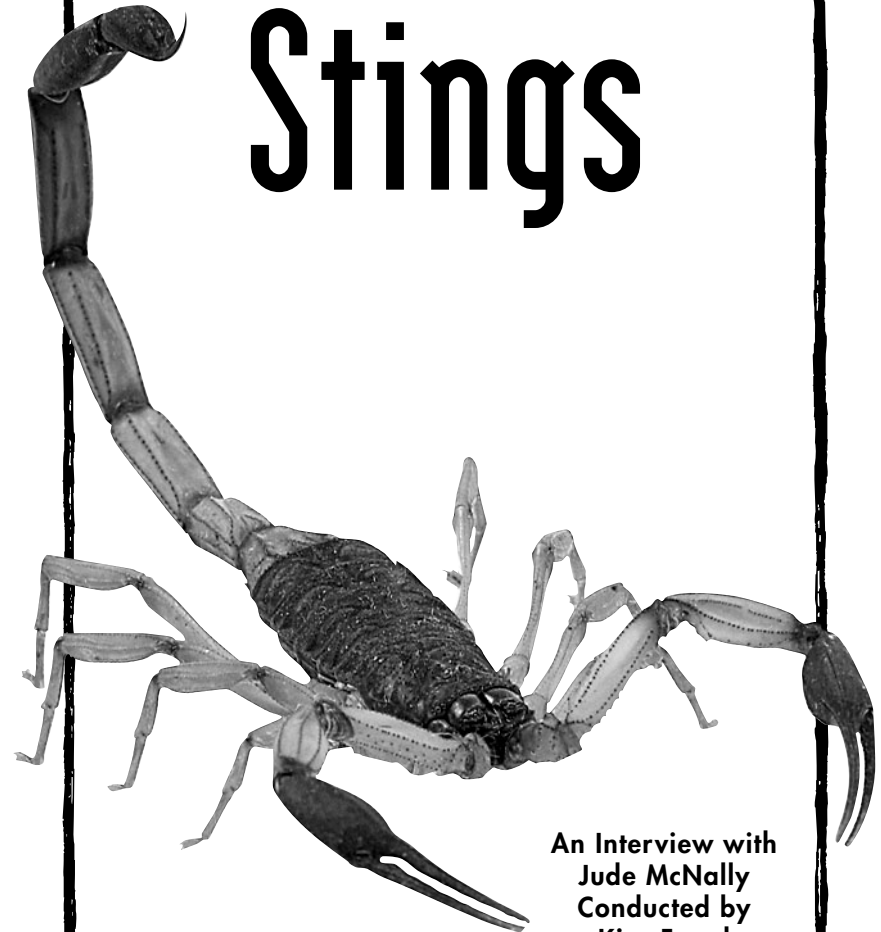



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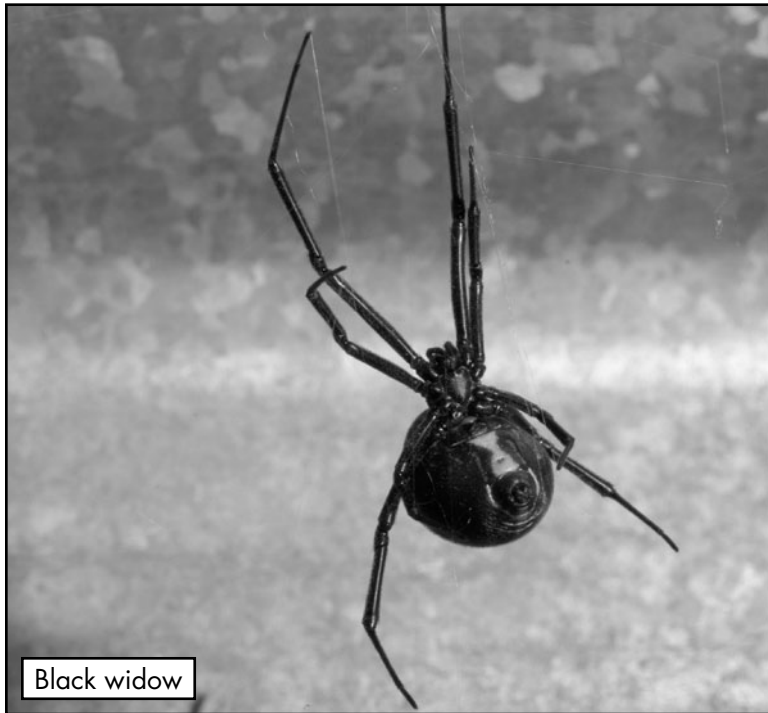
Bites and Stings



An Interview with
Jude McNally
Conducted by
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Bites and Stings



Black widow

An Interview with Jude McNally
Conducted by Kira Freed

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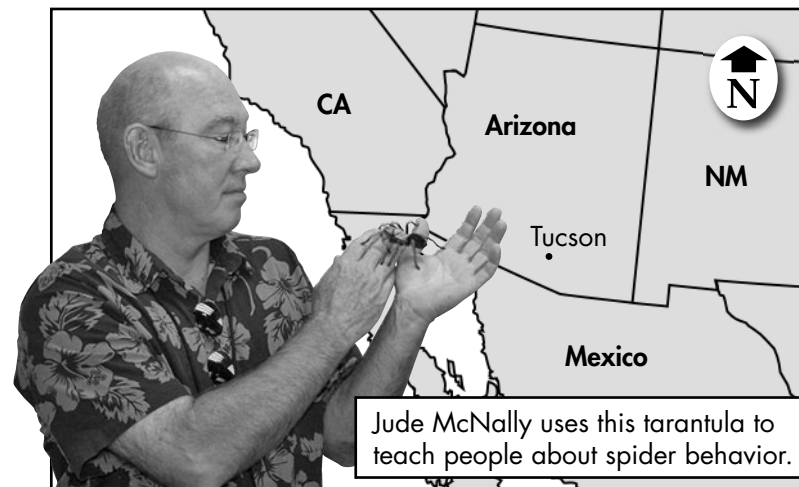
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Introduction

A 2-year-old girl is brought to the emergency room with a red mark on her leg. She's too young to explain to anyone what happened to her. Her parents believe some kind of animal bit or stung her. How does an emergency room doctor identify the **culprit** that caused her injury?

Jude McNally is the managing director of the Arizona Poison and Drug Information Center in Tucson, Arizona. He studies things that are poisonous or harmful to our bodies. Let's talk with Jude to learn about bites and stings in the desert.

Life-Threatening Bites and Stings

Interviewer: What happens first when a patient such as this young girl is brought to the emergency room?

Jude: Doctors look for **symptoms** of life-threatening bites and stings. They're looking for symptoms caused by four possible culprits: black widow spiders, scorpions, insects that fly and sting, and rattlesnakes.



Interviewer: What do doctors look for in the case of black widows?

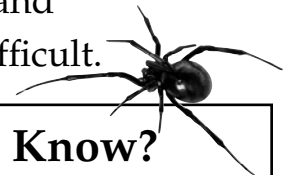


Black widow bites can cause puffy eyes.

Jude: Even though *all* spiders produce **venom**, most of them can't get that venom into people. But the black widow spider—especially the female black widow—*can* inject venom when it bites.

Black widows cause a burning, stinging pain at the **site** of the bite. There's not much swelling, and you can't see major **puncture** wounds. Muscle cramping begins, usually in the area of the sting, and it's especially bad in small children. A child will get muscle cramping all over his or her body. Sometimes the belly looks stiff like a board, and sometimes breathing becomes difficult.

Children can also get puffy eyes. We rule out black widow spider bites when there isn't any muscle cramping.



Do You Know?

Black widow spiders are not affected by many insecticides, which are chemicals used to kill insects. Remember—spiders are arachnids, not insects.



The bark scorpion is about 2 inches long, including its tail.

Interviewer: What symptoms would you see in the case of scorpion stings?

Jude: We have over 30 different kinds of scorpions in Arizona, and only the bark scorpion can be life threatening. A 2-year-old child stung by a bark scorpion will be restless and won't be able to sit still. We'll often see muscle twitching, especially around the mouth. Another obvious symptom is roving eye **syndrome**—not being able to focus the eyes. And we'll see movement **disorders**, where a child will look as if he or she is doing a strange dance.

Other scorpion stings cause **local** swelling, but the bark scorpion causes almost no reaction at the site. With a 2-year-old child, we do a tap test. We run our fingers up and down the child's body. He or she will scream when we find the site of the sting because it's so painful. If we look carefully, we can sometimes see a single puncture wound. We rule out scorpions when restlessness, twitching, and roving eye syndrome are absent.



Scorpions sometimes find their way into homes and hide in dark places.

Interviewer: What do you look for in the case of flying, stinging insects?

Jude: With bees, wasps, and ants, we're concerned about allergic reactions.

Most people get some redness, itching, and swelling at the site of a sting that goes away in a couple of days. But a reaction anywhere *other* than at the site within the first hour is considered a type 1 allergic reaction that can be life threatening. We say this happens within an hour, but usually within 20 to 30 minutes you know if you're allergic.

For example, if someone starts to have breathing difficulties, that's a big concern. Or if you're stung on your back and your hands are itchy, or if you're stung on your leg and you're having trouble swallowing—those are big concerns. All of those mean that your whole body is reacting to the sting. This type 1 reaction needs emergency medical care because the patient can die.

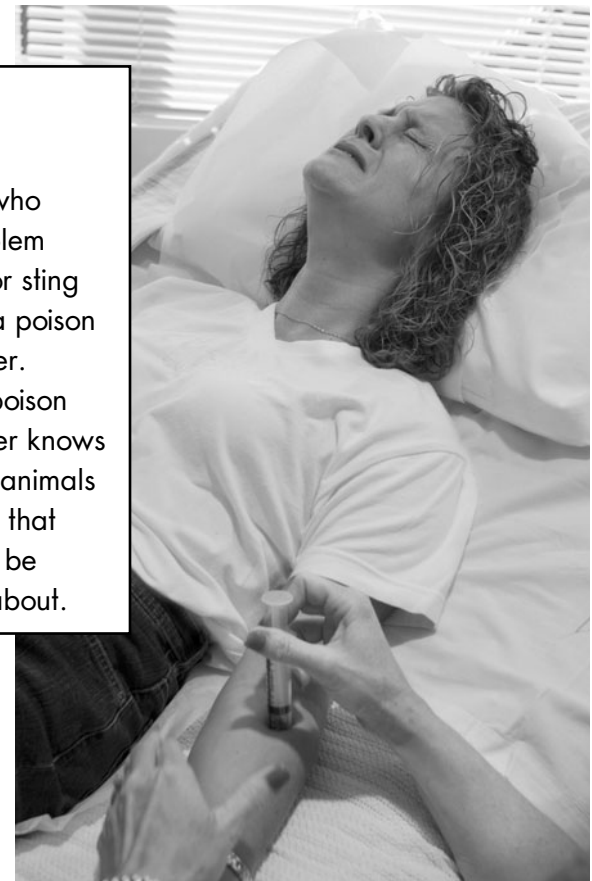


Unless the person is allergic, the discomfort from a wasp or bee sting will usually go away in a few days.

Do You Know?

People who have a problem with a bite or sting should call a poison control center. A regional poison control center knows the kinds of animals in your area that you need to be concerned about.

A woman receives treatment for an allergic reaction to a bee sting.



More people die from insect stings than from black widows, scorpions, and rattlesnakes combined. That's how important it is to rule out allergic reactions to flying, stinging insects. We rule out allergic reactions by **assessing** the patient's ability to breathe, as well as by testing his or her blood pressure. An allergic reaction causes an extreme drop in **blood pressure**.

Interviewer: What symptoms do you look for with a rattlesnake bite?

Jude: It's not as easy to rule out a rattlesnake bite right away because the disease happens in stages. It begins with a puncture wound, possibly with some bleeding. Then you start to see swelling and **discoloration** at the site of the bite. Hours later you may see the skin blistering. You can also have tissue destruction, meaning that skin and muscle tissue dies around the site.



Western diamondback rattlesnake

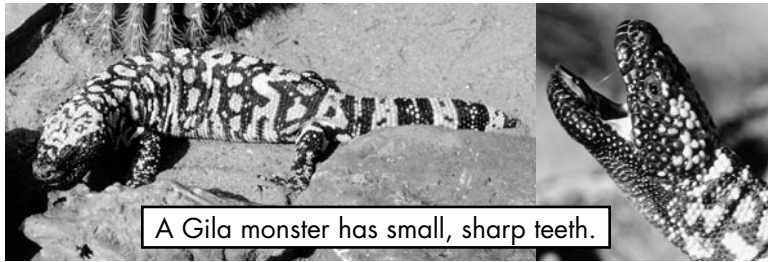
Bruising that travels over the body is definitely a sign of a snakebite. We draw blood, and we measure the parts of blood that are responsible for **clotting**. Snake venom destroys those parts of the blood, so a snakebite patient starts bleeding inside, which makes tissue die. All of this happens over 24 to 36 hours. During this entire time, we give the patient **antivenom** to try to stop the body's reactions to the venom.

Math Minute

Rattlesnake antivenom costs a patient about \$3,000 per vial. One patient was in the hospital for 10 days and received more than 50 vials of antivenom. Along with the other hospital expenses, his bill totaled \$326,000.

How much did he spend on antivenom? How much did the rest of his hospital expenses cost?





Non-Life-Threatening Bites and Stings

Interviewer: Now let's talk about animal culprits that don't cause life-threatening symptoms. What symptoms would you see with a bite from a Gila (HEE-luh) monster?

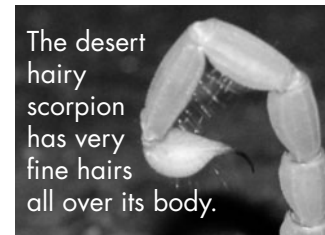
Jude: A Gila monster's bite will usually create a little row or circle of teeth marks rather than a single puncture wound. About a third of the time, teeth are **embedded** in the wound. It's a very painful bite because the Gila monster hangs on for a long time after it bites—half a minute or more. We say that most people who are bitten by a Gila monster *deserved* to be bitten. The Gila monster is a very **docile** animal, and most people who get bitten are **harassing** one.

Do You Know?

A Gila monster is a venomous lizard found mostly in Arizona and northern Mexico.

Interviewer: What about scorpions other than the bark scorpion?

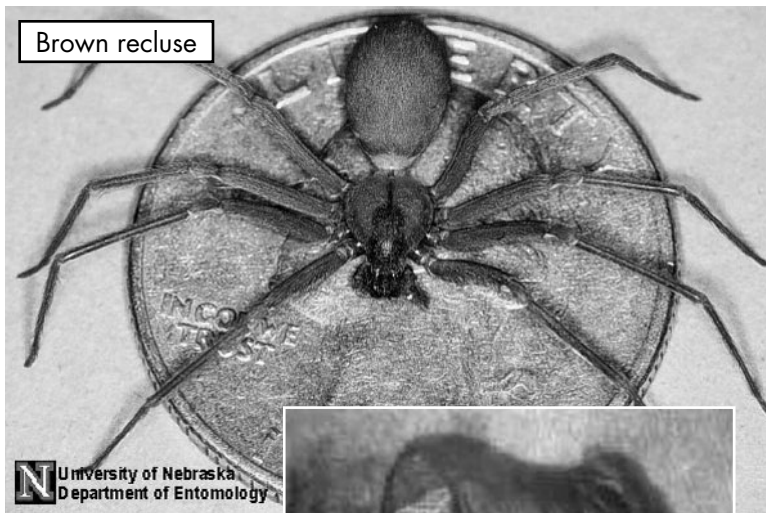
Jude: If it's not a bark scorpion, swelling often develops at the site beginning a few minutes after the sting. Patients will feel pain at the site, and there may be some tingling and numbness,



but it usually goes away in hours. The swelling is a clue that it's *not* a bark scorpion sting. With a bark scorpion, no swelling occurs.

Interviewer: What kinds of symptoms do you see with spider bites other than from a black widow?

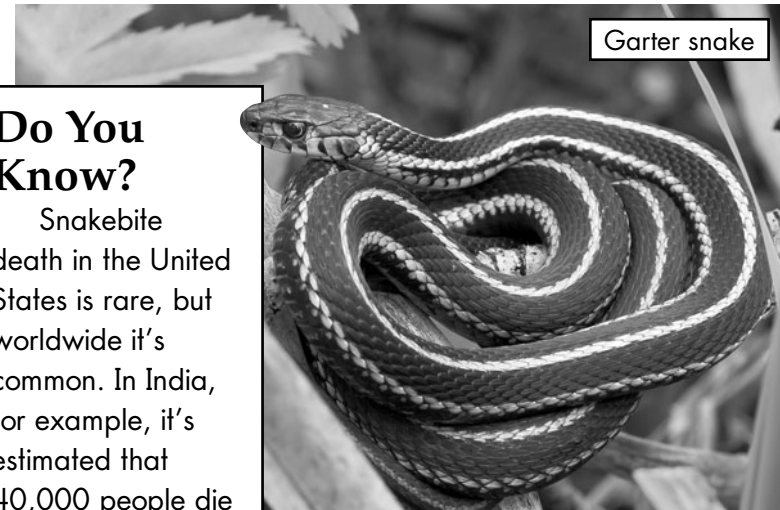
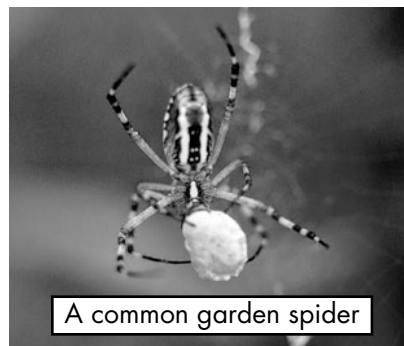
Jude: When most other spiders bite, their venom produces local **inflammation** but usually no full-body symptoms. The only other spider bites we pay close attention to are from brown recluse spiders. Often you don't feel their bite, but over the next few hours a blister forms at the site. Eventually the blister breaks open, a scab forms, and tissue dies. This can cover a large area, and it can last for weeks or months.



A bite from a brown recluse spider can develop into a bull's-eye lesion.

Brown recluse spider bites usually aren't part of a **diagnosis** in the emergency room because the symptoms take time to develop. Aside from a black widow or a brown recluse spider, other spider bites won't cause any serious problems unless the bite gets infected.

Most spiders are harmless to humans. Some will eat common pests such as houseflies and mosquitos.



Do You Know?

Snakebite death in the United States is rare, but worldwide it's common. In India, for example, it's estimated that 40,000 people die from snakebites each year. This is due to more deadly kinds of snakes as well as less access to health care.

Interviewer: And what about other snakes?

Jude: There are many more nonvenomous than venomous

snakes. A lot of snakes we call nonvenomous actually have venom, but a bite isn't a serious health risk. It can make us feel sore, and once in a while blisters and swelling develop at the site, but nothing serious. It's estimated that in the United States there are over 35,000 snakebites each year, and 6,000 to 8,000 of them are venomous.

Bullsnake



Conclusion

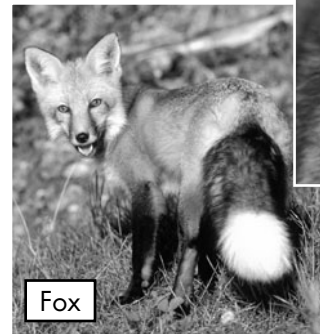
Interviewer: Do you have any advice for readers?

Jude: Besides rattlesnakes, almost all bites and stings we deal with happen in and around people's homes. Spiders and scorpions are active at night; they seek a dark crack or crevice during the day. You're more likely to come across them at night when they're active, so turning on lights at night will reduce your risk.



Turning on a light at night is a good safety measure.

If you see something dangerous and take one step back, you usually remove yourself from the range of danger. And if you leave the animal alone, you lower your risk. More than half the people we treat for a rattlesnake bite saw the snake, recognized the danger, and put themselves at greater risk. If you make smart choices, you're much more likely to stay safe.



Fox



Raccoon



Bat



Skunk

Rabies

Cold-blooded animals can't carry rabies, and neither can many smaller mammals. But skunks, bats, raccoons, foxes, and coyotes all can carry rabies. If you've seen bats in your house or if you've been around any of these animals, you need to talk with a county health official. If there's any risk, you need to receive a series of vaccines. Only one known person has ever survived a full-blown case of rabies.

Glossary

antivenom (<i>n.</i>)	a kind of medicine used to stop the damage from a venom (p. 12)
assessing (<i>v.</i>)	evaluating or measuring (p. 10)
blood pressure (<i>n.</i>)	a measure of how well the heart is pumping blood (p. 10)
clotting (<i>v.</i>)	sticking together to stop bleeding (p. 12)
culprit (<i>n.</i>)	a person or other animal responsible for an injury or crime (p. 4)
diagnosis (<i>n.</i>)	identification of an illness or injury (p. 15)
discoloration (<i>n.</i>)	a change in color (p. 11)
disorders (<i>n.</i>)	abnormal functioning (p. 7)
docile (<i>adj.</i>)	peaceful; not aggressive (p. 13)
embedded (<i>v.</i>)	firmly fixed (p. 13)
harassing (<i>v.</i>)	bothering or tormenting (p. 13)
inflammation (<i>n.</i>)	painful redness and swelling (p. 14)
local (<i>adj.</i>)	at the site of a bite or sting (p. 8)

puncture (<i>n.</i>)	a small hole in the skin (p. 6)
site (<i>n.</i>)	location (p. 6)
symptoms (<i>n.</i>)	signs of an illness or injury (p. 5)
syndrome (<i>n.</i>)	a group of symptoms that show up together (p. 7)
venom (<i>n.</i>)	poisonous liquid from an animal, such as a snake, spider, or insect (p. 6)

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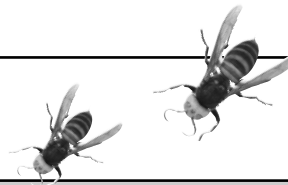
Name _____

Instructions: Write a vocabulary word from *Bites and Stings* in each Word Box. Write a definition, a synonym, and an antonym for each word in the appropriate boxes. Then use each word in a sentence.

Synonym	Word Box	Antonym

Definition

Sentence



Synonym	Word Box	Antonym

Definition

Sentence

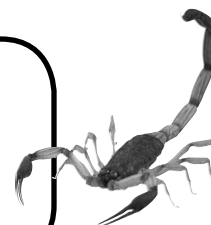
Name _____

Instructions: Identify and list the important information from the section in the *Important Information* boxes. Then use the information to create a summary in the *Summary* box.

Who	What	When	Where

BITES AND STINGS • LEVEL 5 • 2

Why



Summary

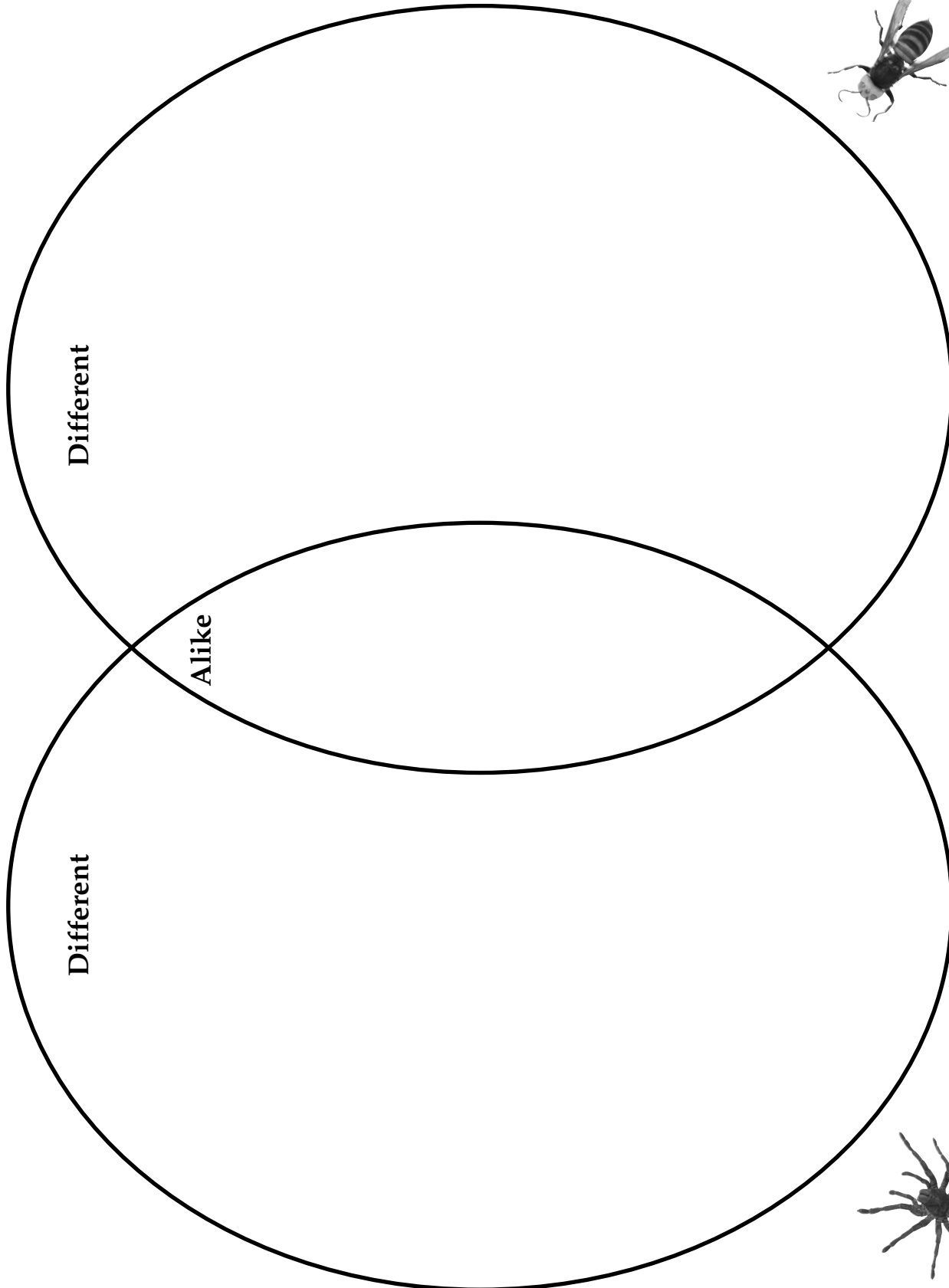
SKILL: SUMMARIZE

Name _____

Instructions: Write the two topics you are comparing. Write details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: _____

Topic: _____



BITES AND STINGS • LEVEL 5 • 3



SKILL: COMPARE AND CONTRAST

Name _____

Instructions: Read each sentence. Choose an adjective from the box that completes each sentence. Write the new word on the line in each sentence and circle the noun each adjective describes. Then write your own sentence using adjectives, circling the noun the adjectives describe.

stinging

smaller

snake

itchy

extreme

bark

little

muscle

1. Black widow spider bites cause a _____ pain at the site of the bite.
2. A child will get _____ cramping all his or her body from a black widow bite.
3. A sting from a _____ scorpion can be life threatening.
4. An allergic reaction causes an _____ drop in blood pressure.
5. _____ venom destroys the parts of the blood responsible for clotting.
6. A Gila monster's bite usually creates a _____ row or circle of teeth marks.
6. A Gila monster's bite usually creates a _____ row or circle of teeth marks.
7. Many _____ mammals and cold-blooded animals can't carry rabies.



My sentence:

Searching for the Loch Ness Monster

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,353




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Searching for the Loch Ness Monster



Written by Sherry Sterling

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Searching for the Loch Ness Monster



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Correlation

LEVEL S

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Many hillsides in Scotland seem greener than green.

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The Loch

Skye and Ross thought they were too old to look for fabled monsters in the British Isles. They just wanted to stay in their hotel room and play with their PSPs. But like much of their trip to Scotland, they had to go along for the ride.

As they drove through green **glens** dotted with sheep, Ross asked from the backseat, "So what's a *loch*, anyway?"

Their mom said, “It sounds like a door lock that keeps people out of a house. But this loch is a lake that invites people in. People don’t want to swim in it because it’s so cold, but it invites people’s imaginations to play.”

Their dad added, “*Loch* is the word used in Scotland for ‘lake’, and *Ness* is the name of this lake. Scotland has many other lochs, but Loch Ness has the most water. In fact, Loch Ness is the largest fresh water lake in the British Isles.”

“How big is it?” asked Skye as they drove along the shore. “It sure isn’t very wide like the lakes at home in Wisconsin.”

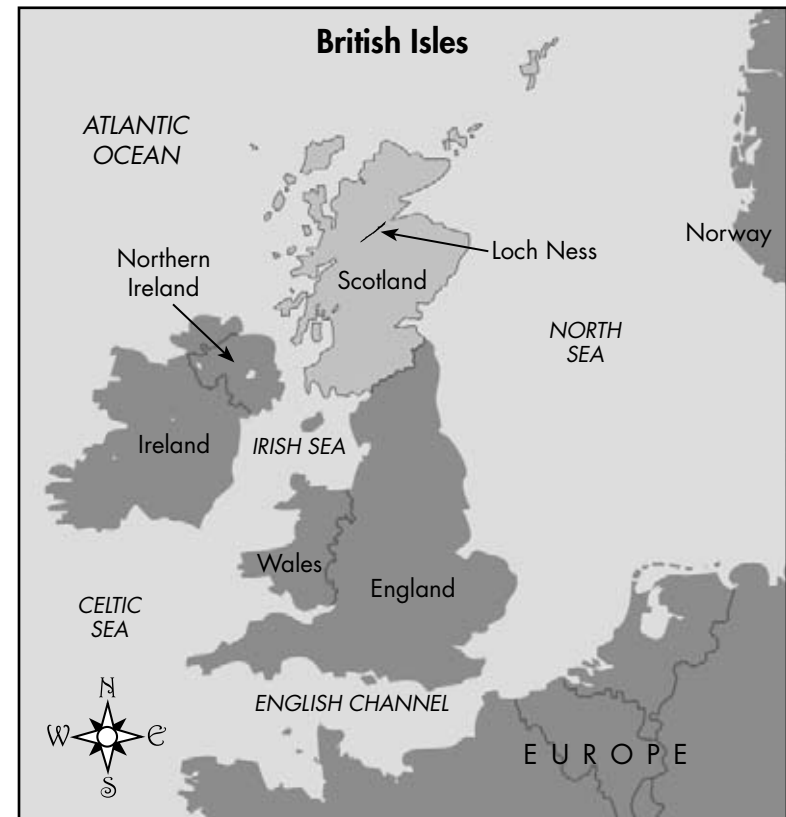
“It looks more like a river than a lake,” Ross chimed in as he stared at the loch through the car window.

“Let’s stop at this information center,” their mom suggested. “We’ll learn more about it.”



Skye and Ross at the information center

Inside the center were displays, signs, and brochures to look at and read. They learned that Loch Ness was formed during the last ice age. In the same period, North America was created, Britain pulled away from Europe’s mainland, and Scotland split in two. Earthquakes made a trench that glaciers covered until about 12,000 years ago. When the ice melted, it filled the trench with water to form the loch.





Loch Ness is long and narrow.

A map showed that Loch Ness is 24 miles (39 km) long, 1 mile (1.6 km) wide, and over 800 feet (244 m) deep in some places—much deeper than the seas around the British Isles.

“Check this out,” Skye said, reading from an information panel near the map. “**Peat**, a layer of dead plant material, is so thick in the water that light only travels as deep as a few yards. As a result, sunlight can’t warm the loch, so it’s too cold for people to swim in.”

Ross picked up where Skye left off. “The top 100 feet, or 30.5 meters, warm up to 54 degrees Fahrenheit in summer. That’s 12 degrees Celsius. The rest stays at 42 degrees Fahrenheit, or 6 degrees Celsius, year round. Because of this, most life in the loch, such as fish and seals, stays close to the surface.”

“Look here,” their dad said. “Guided boat rides are available on Loch Ness for fun, or you can search for the Loch Ness Monster with sonar.”

“Maybe we could windsurf or water-ski on the loch,” Ross said, thinking that sounded like more fun than a boat ride. “But we would need special cold-water equipment, and it says here that people usually do those activities only on the weekends.”

“They don’t want to disturb Nessie, the monster,” joked Skye, as she pointed to the last information panel.

“Yeah, right,” Ross snorted. “As if anyone would take a legend seriously!”

“Let’s take a boat ride and hear what the local expert has to say about it,” said their dad.

The Monster

On the boat, their guide said, in her Scottish **brogue**, “Welcome, lads and lassies, to your private showing of the Loch Ness Monster’s **lair**.”

“For over 1,400 years, people have taken Nessie sightings seriously. Scientists have even used NASA’s computers, along with underwater cameras and other equipment, to test the loch. But long before this testing began in the 1970s, other reliable sources caught glimpses of the ‘monster’ in the loch.



Urquhart Castle on the banks of Loch Ness



This man, who lives on Loch Ness, claims to have seen Nessie more than once.

“The first recorded sighting was in AD 565, when an Irish missionary named Saint Columba asked his servant to swim across the loch to get a boat. A creature came to the surface, roared, and opened its mouth. Columba commanded it to go back, be quiet, and not touch the man. The monster obeyed, and every sighting since then has been quiet and peaceful.

“People were relatively quiet about Nessie sightings until the 1930s, when cameras became popular. That’s when interest in Nessie hunting took off in a flash. Monks at the monastery on the banks of the loch reported seeing Nessie’s submarine-shaped back and long neck. Thousands of **highlanders** have signed a statement promising that they’ve seen the monster. Most sightings have occurred near the ruins of Urquhart (UR-kwart) Castle, halfway up the loch.

“These monster sightings are not unique to Loch Ness. People have reported seeing similar creatures in at least 265 lakes and rivers around the world. Some people think these creatures must be a type of water mammal or fish, such as a seal or giant **sturgeon**.



A grey seal might be mistaken for the monster from far away.

“Some think the Nessie sightings are of a prehistoric reptile that somehow survived over millions of years. They say that when the trench was created during the last ice age, a prehistoric beast or group of beasts was left behind in the upheaval and became landlocked.

“Some accept the reports of Nessie as fact. Others think of the reports as legends created to keep children away from the deep, cold waters of the loch.”

“That would keep you away,” teased Skye as she nudged Ross in the ribs. He looked at her with crossed eyes and a scrunched-up nose.

The tour guide continued, “People eager to put the legend to rest or prove the monster’s existence have **scoured** the loch for Nessie. Scientists got involved because there was enough consistent evidence that people couldn’t explain. For example, **sonar** picked up a long moving object 480 feet down, which is too deep for any known modern fish. In 1987, scientists launched ‘Operation Deep Scan,’ using 24 boats to map the loch with sonar equipment.”

“What did they find?” asked Ross, not realizing he was getting interested.

“They could explain some sounds as echoes from the loch’s steep sides. But they could not explain at least one echo from a ‘large and moving’ object 200 feet down.”

Scientists use sonar like the machine shown here to hunt for Nessie.

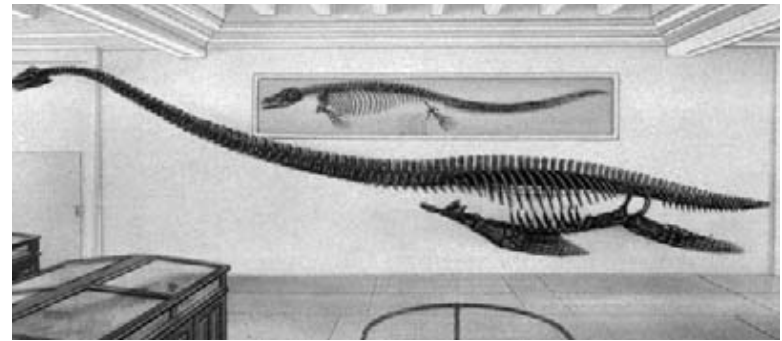


“Beep, beep, beep, beep.” The sonar on the boat had found something. The passengers all crowded to the screen to see the image as the boat passed over something. But it was only a log. Disappointed, they sat back down and the tour guide continued.

“Studying the loch has turned up other findings. In 1981, the Loch Ness Project found fish called red-bellied Arctic (ARK-tick) char. They had been living in the waters at 700 feet deep for over 12,000 years—since the last ice age.



Operation Deep Scan boats line up across Loch Ness to search for evidence of the legendary monster.



This skeleton of a plesiosaur shows some similarities to sightings of Nessie.

“Experts had thought the waters were too cold for life below a few hundred feet, so this discovery surprised them. They also think the waters are too cold for reptiles, which would **debunk** one theory that the monster is a **plesiosaur** (PLESS-ee-a-sore). But they’re still learning about the age of dinosaurs and now think that some dinosaurs were warm-blooded. If the monster were warm-blooded, it might have been able to survive in the cold waters of the loch.”

“Wow!” exclaimed their dad. “So whether they find the monster or not, their studies of the loch have been valuable.”

The boat reached the dock, and it was time for them to **disembark**.

The Legend

"I guess it's possible that people are seeing a real creature," sighed Skye. "But I think it's just the dark ripples of the water."

"Who knows, maybe the Loch Ness Monster will be described one day as a new species (SPEE-seez) of fish that is no longer a mystery," added their mom. "But maybe the greatest appeal of the Loch Ness Monster is that it is a mystery. For now, the legend continues to capture people's imaginations."



Water monsters have captured people's imaginations since ancient times.

To Believe . . .

The people who believe a monster lives in the loch say it's because of the:

consistency of the descriptions of sightings

dark body

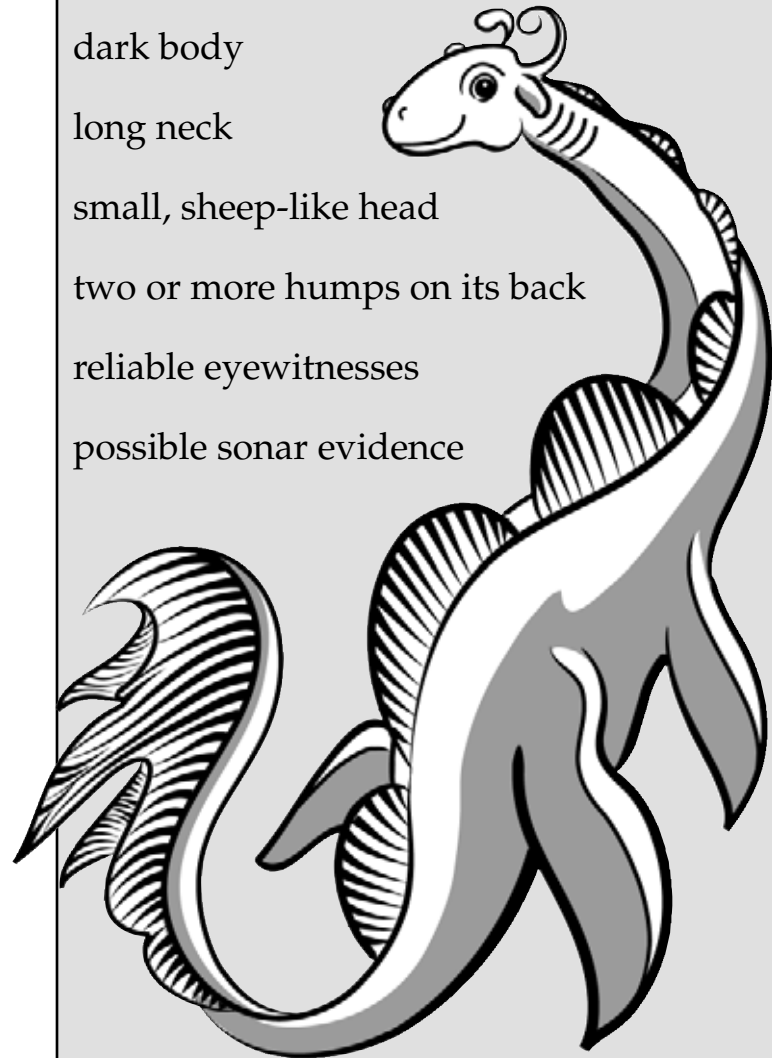
long neck

small, sheep-like head

two or more humps on its back

reliable eyewitnesses

possible sonar evidence



Or Not to Believe . . .

The people who don't believe a monster lives in the loch say:

If there is only one large monster, the one St. Columba saw over 1,400 years ago would have died by now. If there are many, there must be a breeding colony, and the loch lacks a food supply to support a group of large animals. Besides, if there are many, how do they all keep from being seen when sonar is used?



What scientists might see if there were a colony of monsters in Loch Ness



Do you see Nessie? Or do you see a log and two rocks?

A Sighting?

After lunch, Skye and Ross skipped rocks in the loch, doubtful they would spot Nessie's curved black hump. They heard their parents tossing around theories about the monster, as if it were a mystery they could solve in an afternoon. But standing on the grassy banks of the loch, Ross was sure he spotted Nessie's tail dipping back into the black water . . .

Glossary

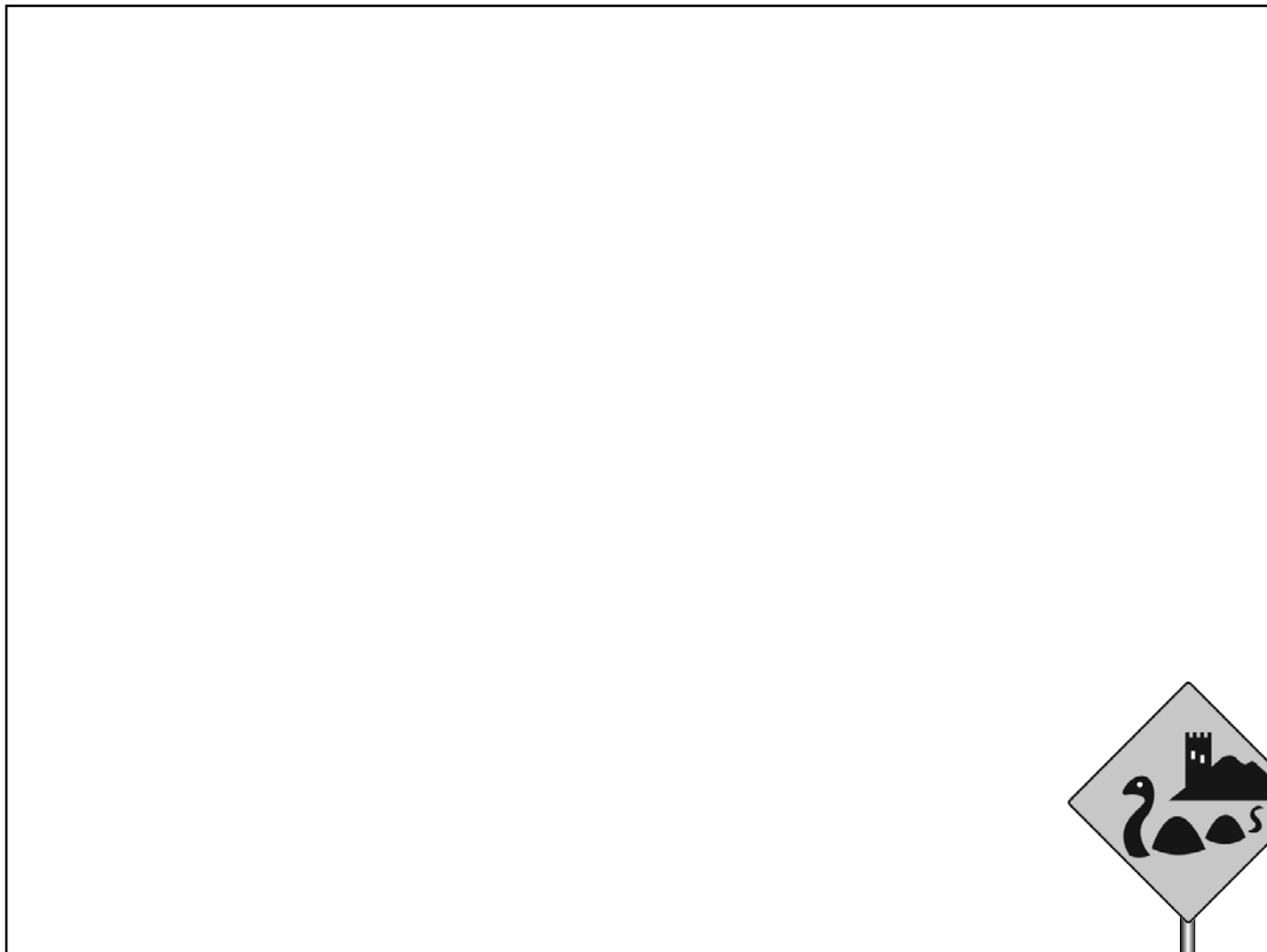
brogue (<i>n.</i>)	a strong Irish or Scottish accent heard when the person speaks English (p. 9)
debunk (<i>v.</i>)	to disprove; to expose the falseness of an idea (p. 14)
disembark (<i>v.</i>)	to go ashore from a ship (p. 14)
glens (<i>n.</i>)	valleys that are long and narrow (p. 4)
highlanders (<i>n.</i>)	people from the Highlands, a mountainous part of northern Scotland (p. 10)
lair (<i>n.</i>)	a well-hidden resting place for a wild animal (p. 9)
peat (<i>n.</i>)	brown, soil-like material used in gardening and as fuel (p. 7)
plesiosaur (<i>n.</i>)	a large, extinct marine reptile with a long neck and small head (p. 14)

scoured (<i>v.</i>)	to have carefully searched to find something (p. 12)
sonar (<i>n.</i>)	(s ound n avigation and r anging) a system to find objects under water and to measure water's depth by making sounds and measuring their echoes coming back (p. 12)
sturgeon (<i>n.</i>)	a large, primitive fish (p. 11)



Name _____

Instructions: Draw a picture in the box to represent a part in the story where you stopped to visualize in order to understand what you'd just read. Then, write a description to explain your drawing on the lines.



Name _____

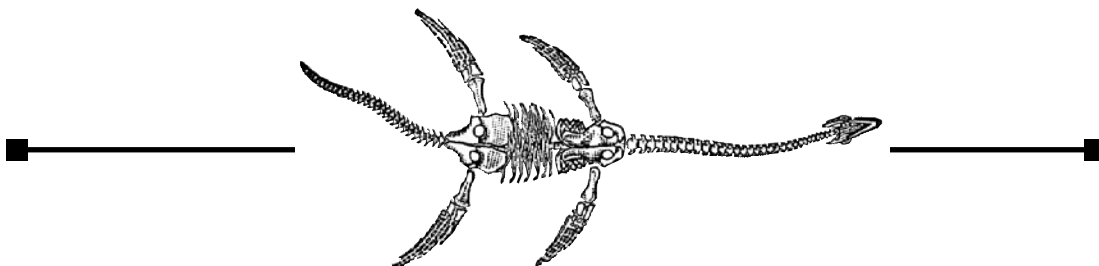
Instructions: As you read, list causes in the left-hand column and their effect in the right-hand column.

Cause	Effect

Name _____

Instructions: Read the sentences below. Use a red pencil to underline the spoken words. Use a blue pencil to circle the speaker's name.

1. "How big is it?" asked Skye as they drove along the shore. "It sure isn't very wide like the lakes at home in Wisconsin."
2. "Let's stop at this information center," their mom suggested. "We'll learn more about it."
3. "Check this out," Skye said, reading from an information panel near the map. "Peat, a layer of dead plant material, is so thick in the water that light only travels as deep as a few yards."
4. "Look here," their dad said. "Guided boat rides are available on Loch Ness for fun, or you can search for the Loch Ness Monster with sonar."
5. "Maybe we could windsurf or water-ski on the loch," Ross said, thinking that sounded like more fun than a boat ride. "But we would need special cold-water equipment."
6. "Yeah, right," Ross snorted. "As if anyone would take a legend seriously!"
7. "Wow!" exclaimed their dad. "So whether they find the monster or not, their studies of the loch have been valuable."
8. "I guess it's possible that people are seeing a real creature," sighed Skye. "But I think it's just the dark ripples of the water."



Name _____

Instructions: Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to make them fit in the sentence.

Example

(where/wear)

(where) were you when I was deciding to (wear) that horrible outfit?

1. (eight/ate) _____

2. (plane/plain) _____

3. (in/inn) _____

4. (flew/flu) _____

5. (red/read) _____

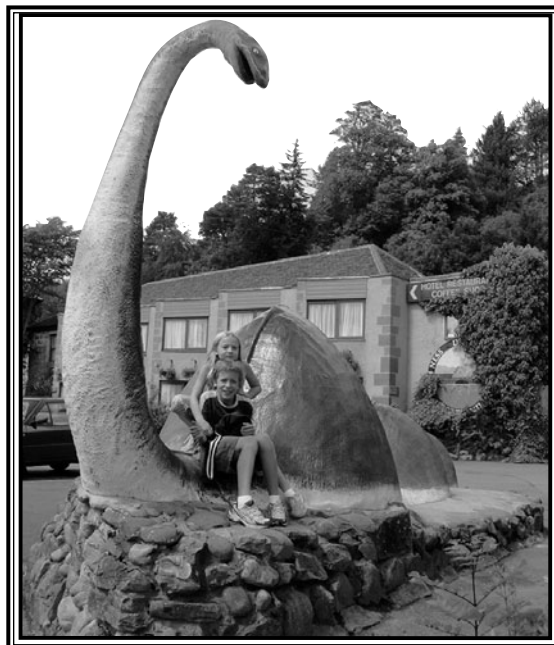
6. (cent/sent) _____

7. (knew/new) _____

8. (see/sea) _____

9. (their/there) _____

10. (hair/hare) _____



What the Boys Found

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,490

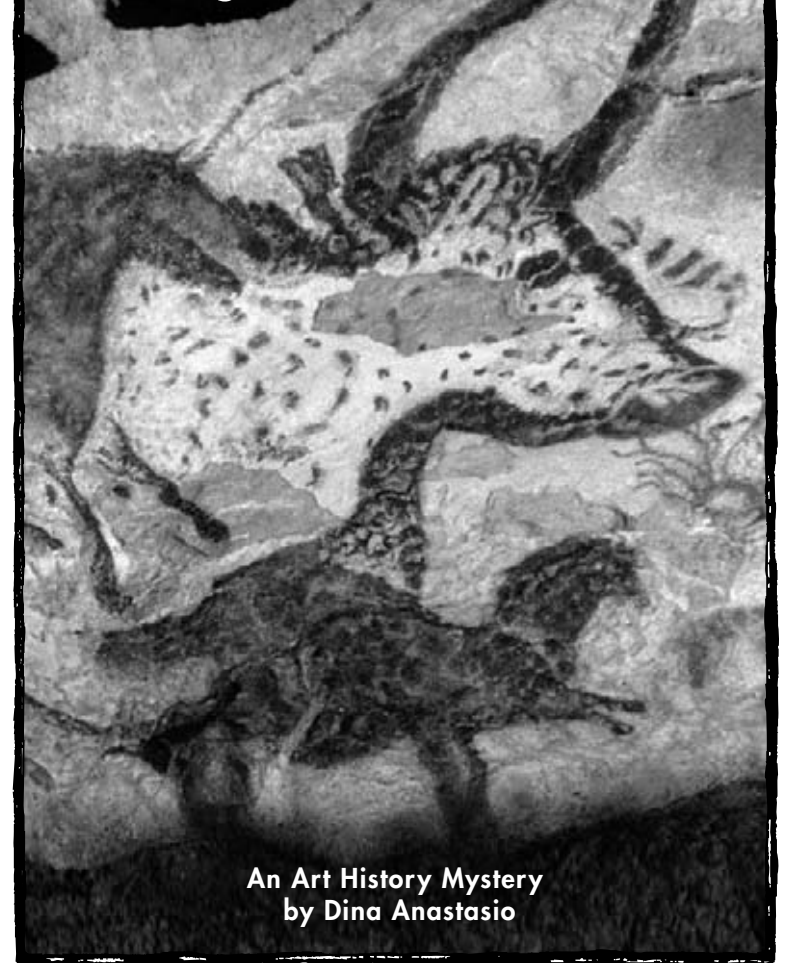


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What the Boys Found



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Map of the Lascaux cave

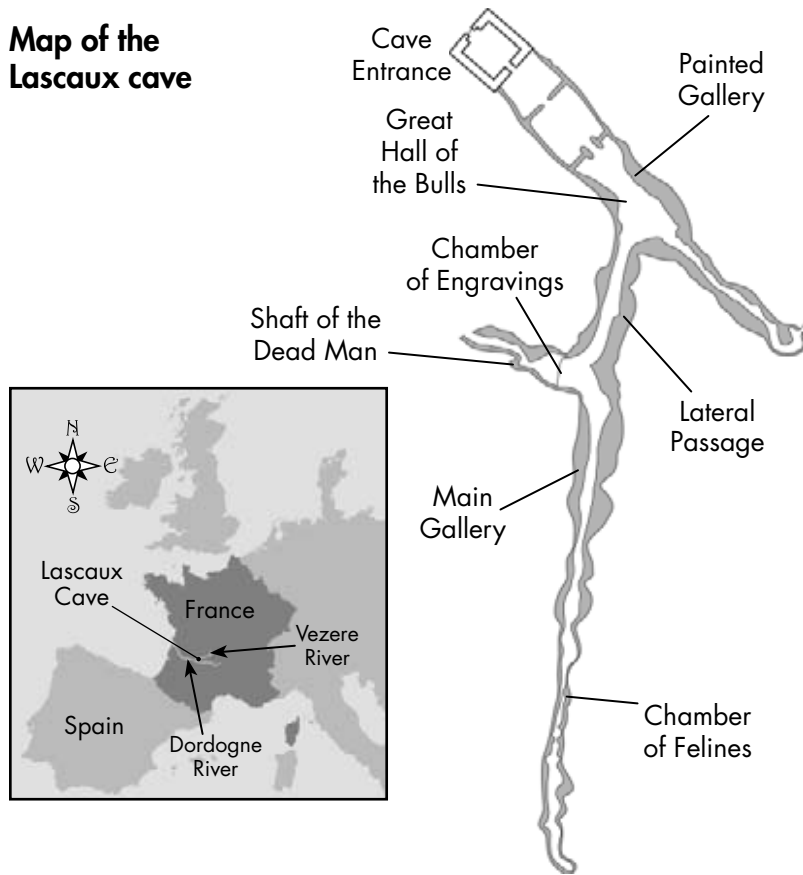


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The area near the Dordogne and Vézère rivers contains more than 100 prehistoric sites.

Discovery in the Woods

Have you ever been out for a walk and stumbled over a **mysterious** hole? Did you hesitate, look down into the darkness, and wonder what was under there? Well, that's just what happened to four teenage boys near Lascaux (la-SKO) manor in southern France on a warm September day in 1940.

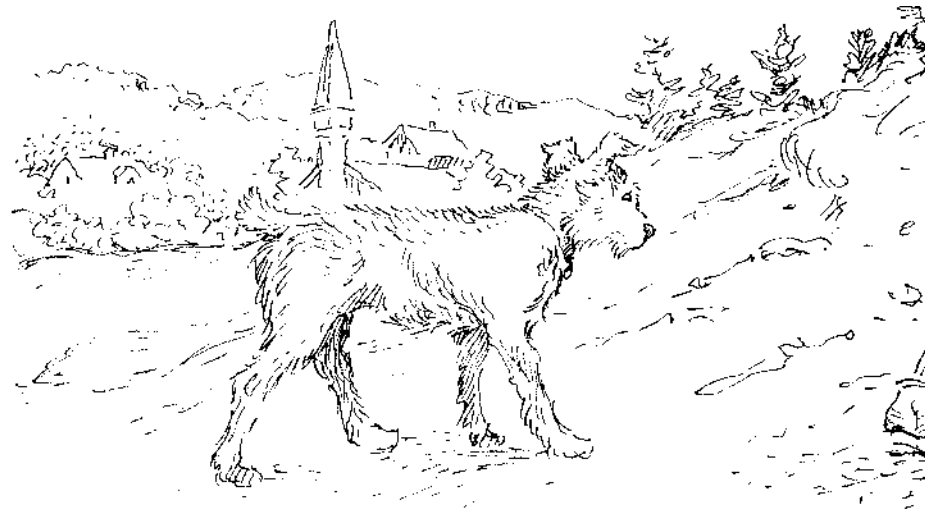
Marcel Ravidat (RAH-vee-dah), three friends, and a dog were exploring the woods around the town of Montignac (MON-tee-nyack), when they discovered the hole. Several years before, a large pine tree had been struck by lightning and tumbled over, exposing a gaping entrance to what turned out to be one of history's most interesting **treasures**.



Do you see what Marcel and his friends are about to discover?

As the dog barked excitedly, Marcel and his friends dropped to their knees and peered into the hole. Without a light it was impossible to make out what lay below, but they could tell that something hollow and thrilling was hidden there. They had a feeling that the opening was something other than a burrow or a tunnel created by a mole or a groundhog.

The boys could barely contain their excitement. What had they found? Was this a cave, or perhaps a long-buried tomb. They felt they had to follow their **instincts** and continue their **exploration**. They made plans to return with a light and some shovels.





Exploring the Cave

A few days later, Marcel and his friends returned to the hole with a lantern. Digging quickly, they enlarged the hole, and one by one they slipped into it, fell onto a pile of rocks, and looked around. Their light was very dim, and it took several minutes to become **accustomed** to the darkness in this underground space.

They saw that another entrance, almost a doorway into a shadowy space beyond, was behind some rocks. They looked at each other, nodded and shrugged, then held the lantern higher and moved into a large, dark space.



The boys continued to explore the cave together, going deeper and deeper into the ground until they encountered a deep, narrow **passage** too small for all of them to fit through. After talking it over, they decided that Marcel should go forward alone. He would take the lantern and enlarge the passageway, then return for the others.

Carrying the lantern, a shovel, and some rope, Marcel squeezed through the space, digging as he went. After a while he lowered the rope and dropped down a shaft into a **cavernous** room below.

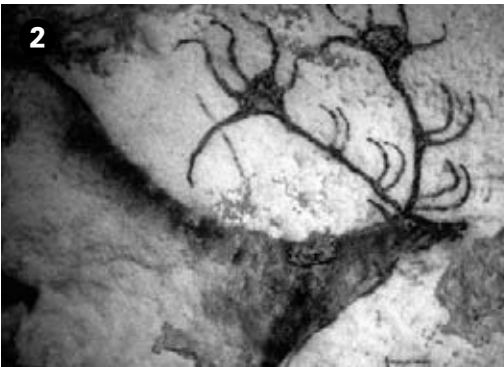
Holding the lantern higher, he peered through the darkness at the walls surrounding him. The walls were covered with **bas-relief** (images that are carved out of a surface making the image raised from the surface) paintings of animals.

Marcel moved closer. Images of horses, cows, stags, and bison seemed to dance and gallop and swim across the walls of the cave.

Marcel could barely contain himself. He hurried out of the room and climbed up. As he made his way back to his friends, he noticed other pictures on the walls of the passageway.



The Great Hall of the Bulls is the largest room in Lascaux's caves, and Stone Age paintings cover its walls.



❶ The Great Hall of the Bulls is named for the paintings of bulls, but horses and stags are more common in the cave.

❷ A stag with antlers

❸ A horse



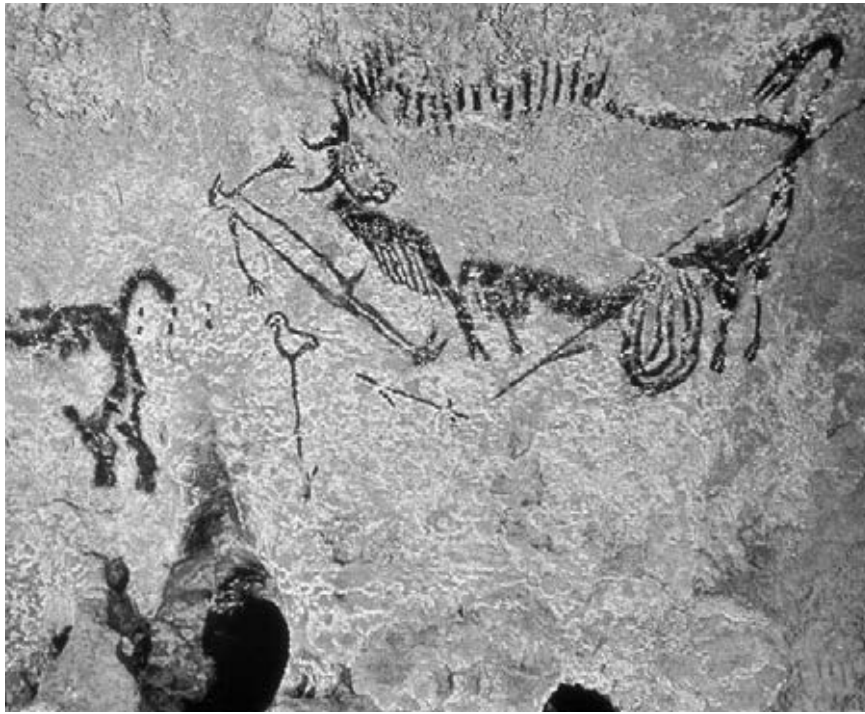
More Questions, More Exploration

By the next morning, the news of the boys' **discovery** had spread throughout the village. Villagers descended upon the cave and found other rooms filled with new and exciting carvings. Clearly, these works of art were very, very old, and before long archaeologists came to the cave to study them.

Archaeologists are scientists who study ancient cultures using the objects that people leave behind. The archaeologists looked at the pictures very carefully, and the longer they looked the more questions they asked.



A shack protects the Lascaux cave entrance in 1946.



The Scene of the Dead Man shows a man, bison, bird, and spear with a rhinoceros fleeing to the left.

Who painted these mysterious paintings, and how old were they? Why were they painted in underground caves? Why did the artists paint only large birds and animals, like horses and bulls, and ignore small creatures such as snakes and fish? How could such perfect art be created in such a dark space? There were tiny holes in the wall halfway up to the high ceiling. Why? What purpose did they serve?

These paintings were clearly very old. But how old? The archaeologists began by trying to figure out when the paintings were created. To do so they tried several different **methods**.

Many scientists started by looking at the paintings themselves. They **analyzed** the dyes, paints, or other materials used to create colors. If the artists used charcoal, scientists might be able to date them using the **radiocarbon** method (things that contain carbon can be dated by measuring how much the carbon has changed). But they found that these pictures could not be dated in this way.



A scientist cleans a mammoth's tooth before dating it using the radiocarbon method. Mammoths appear in Lascaux's artwork.



Tools like these found in a cave at Montignac might have been used by the artists of Lascaux.

The scientists had to lower their eyes to find the answers to their questions. On the ground, below the pictures, they found flint and bone fragments used to carve the pictures and pigments used to create colors. Like fossils, the materials were sealed in the layers of the ground.

After a great deal of study the scientists finally understood what the boys had found. The pictures on the wall had been created by Stone Age people who lived about 17,000 years earlier.



The Back-to-Back Bison in the Main Gallery show how Lascaux's artists tried to make their artwork three-dimensional.

Who Painted the Caves?

Still, like other caves in the area, the Lascaux cave held many more secrets.

Scientists wondered who these artists were. Why had they carved and painted pictures so far underground?

Scientists in 1940 already knew a great deal about Stone Age people. Stone Age men were hunters who killed and ate large animals like bison. They were also people who believed in the magical powers of their leader, the Shaman.

Scientists wondered if the pictures on the walls of the Lascaux cave could possibly have been carved and painted by a Shaman. Could this **mystical** leader have gone underground to try to communicate with spirits of people who had lived before? Could he have painted the pictures to ensure a successful hunt?

Or could the hunters themselves have created the pictures as a way to bring them luck on their hunt? In other nearby caves, scientists found small and large footprints. Did this mean that children helped the artists or came to visit the Shaman with their parents?



These stags appear to be swimming across the wall in the cave's Main Gallery.

One question really **befuddled** the scientists. How were the artists able to see? It was very dark deep inside the cave, and no one believed that Stone Age people used lighting that could be carried into the cave. So, did the Stone Age people come first and the people who did the paintings follow much later, after fire had been discovered?

As with many questions that seem to have no answers, this one was solved by accident. Someone found a piece of sandstone that was hollowed out on one side. Inside the hollowed out circle was some left-over carbon. When the carbon was analyzed and dated, scientists found traces of animal fat.



People in the Stone Age burned animal fat in the scoop of this early lamp to light the cave.

The lighting mystery was solved. Stone Age artists lit their workspace by burning lamps filled with animal fat.

But other questions remained. How did the artists manage to carve and paint the glorious pictures at the top of the Painted Gallery? The ceiling in the gallery is very, very high and really impossible to reach. Could those holes halfway up the wall hold the answer?



This painting shows how artists would have used scaffolding to reach high places.

Scientists estimated the size of the artists. They guessed how far the artists were from those high paintings. When they were finished guessing, they deduced the answer. The holes were used for a temporary **scaffold** that the artists climbed or stood on as they painted.



These shapes appear in the Main Gallery in shades of red, yellow, and violet.

What were Stone Age artists like? How did they create color? What tools did they use? What were they thinking?

Luckily the artists left all kinds of clues behind on the ground below their **masterpieces**.

Can you guess what tools they used to carve the stone walls inside the cave?

The answer is . . . they used more than one kind of tool, depending on the kind of rock they were carving. If the rock was very soft, they used a stick or their finger. If the rock was very hard, they carved a pointed or rounded stone tool to cut into the rock face.

Other rock faces were impossible to carve at all and had to be painted. Most of the pictures are painted with red and black pigments made from minerals and metals found in the earth.

Scientists understood why the colors of Lascaux's paintings remained on the rock walls for 17,000 years.

Q: Can you guess why the colors didn't fade?

See answer on page 23.



Other caves

The Cussac cave (top left) in France's Dordogne region contains engravings that might be older than those at Lascaux.

A cave near Vallon-Pont d'Arc in France (bottom left) shows animals that no longer live in the area.

What animals do you see in each image?



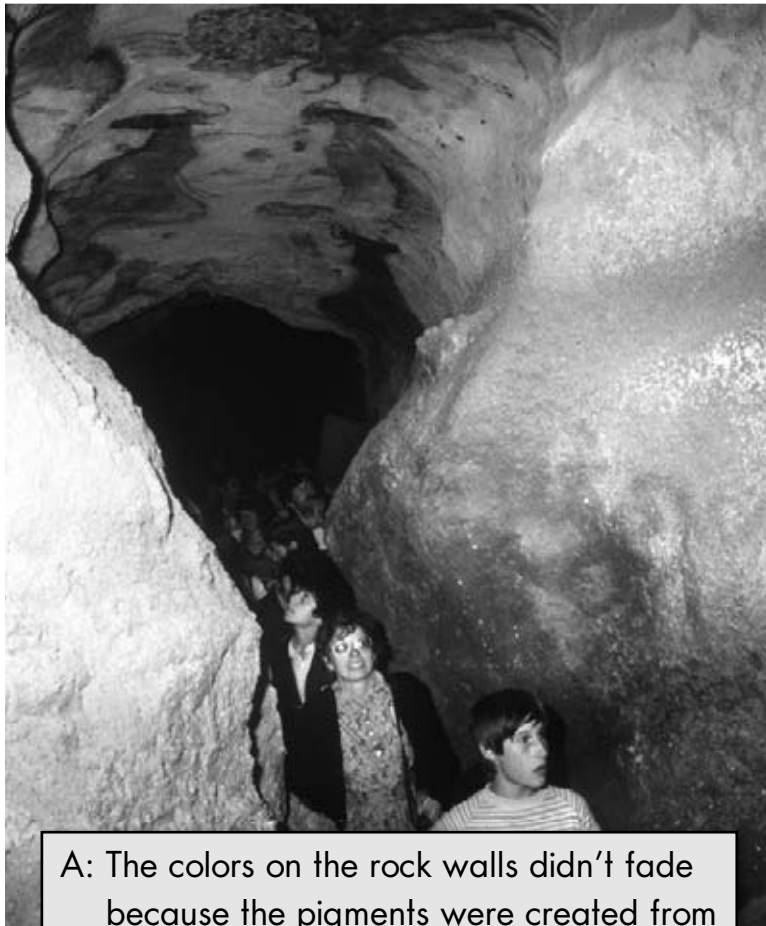
Understanding the Cave Art

What else do the caves tell us? Do we know what the carvings and paintings mean?

One thing that the caves tell us is that men, women, and children have always drawn pictures and always will. Stone Age people did not live in these caves. They went down into the earth and created pictures that represented something in their lives. Whether they went there just to draw or to be near their ancestors who lived before or to seek help from their Shaman, we may never know. But they were still creating art.



This is the only rhinoceros to appear in the Lascaux artwork, even though rhinos lived all over France during the Stone Age.



A: The colors on the rock walls didn't fade because the pigments were created from minerals and were protected in the cave from rain, wind, snow, and sun.

When we look at paintings created fifty years ago or even today, can we understand what the artist was thinking? And do we really need to know, or is it enough to look at a picture and say "Wow! That's beautiful"?

Glossary

accustomed (<i>v.</i>)	to have become familiar through use or practice (p. 8)
analyzed (<i>v.</i>)	to have examined closely (p. 14)
bas-relief (<i>n.</i>)	sculpture in which the design is raised slightly from the surface but is still attached to the surface (p. 10)
befuddled (<i>v.</i>)	to have confused (p. 18)
cavernous (<i>adj.</i>)	like a large empty space in the ground that is dark, deep, and hollow (p. 9)
discovery (<i>n.</i>)	the finding or uncovering of something for the first time (p. 12)
exploration (<i>n.</i>)	a journey through unfamiliar territory to learn more about it (p. 6)
instincts (<i>n.</i>)	a powerful feeling that is natural and not reasoned (p. 6)
masterpieces (<i>n.</i>)	exceptional works of art (p. 20)
methods (<i>n.</i>)	ways of doing things in an order or with a plan (p. 14)
mysterious (<i>adj.</i>)	not easy to understand (p. 4)
mystical (<i>adj.</i>)	with spiritual or supernatural power beyond human understanding (p. 17)
passage (<i>n.</i>)	a route or channel along which a person or vehicle may pass (p. 9)
radiocarbon (<i>n.</i>)	a form of carbon that is radioactive (p. 14)
scaffold (<i>n.</i>)	a temporary platform, often raised by poles, to support workers during building, repairing, or decorating a structure (p. 19)
treasures (<i>n.</i>)	things that are valuable such as money or jewels (p. 5)

Name _____

Instructions: Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.













Name _____

Instructions: Write problems and two possible solutions in the first two columns. Add the positive and negative consequences for each possible solution. Finally, evaluate the possible solutions.

Problem	Possible Solutions (circle the best choice)	Consequences of Each Solution		Evaluation
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:	Positive: Negative:	
		Positive: Negative:		

Name _____

Instructions: Write problems and two possible solutions in the first two columns. Add the positive and negative consequences for each possible solution. Finally, evaluate the possible solutions.

Problem	Possible Solutions (circle the best choice)	Consequences of Each Solution		Evaluation
		Positive:	Negative:	

Name _____

Instructions: Read the sentences below and decide which ones contain an introductory word. Add a comma to those sentences to separate the introductory word from the rest of the sentence.

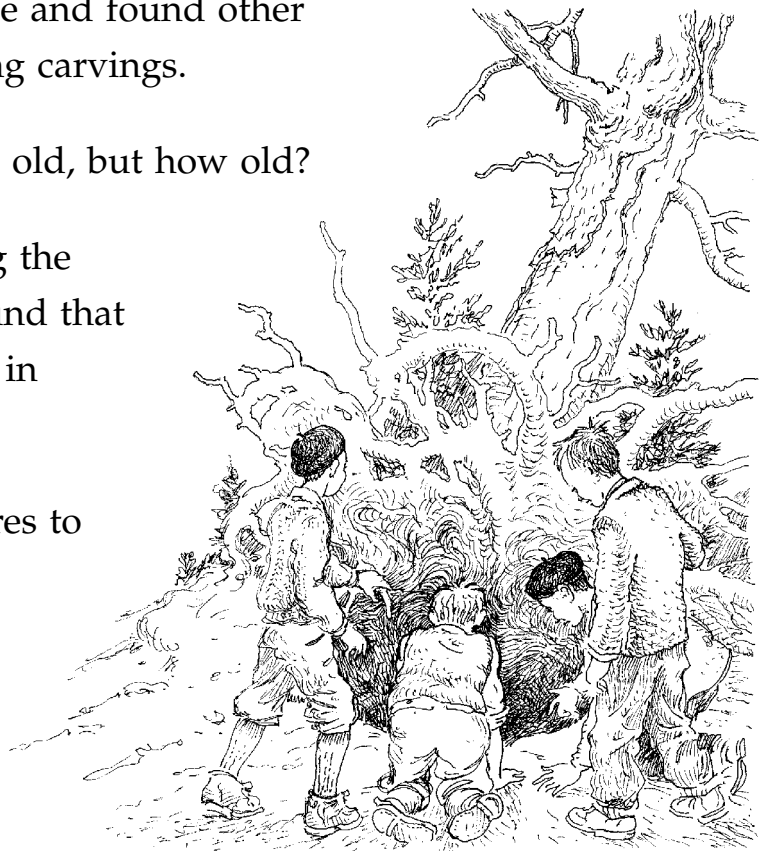
- ❶ Well that's just what happened to four teenage boys in Lascaux, France, on a warm September day in 1940.
- ❷ As the dog barked excitedly, Marcel and his friends dropped to their knees and peered into the hole.
- ❸ Digging quickly, they enlarged the hole, and one by one they slipped into it.
- ❹ Clearly these works of art were very, very old, and before long archaeologists came to the cave to study them.
- ❺ Many scientists started by looking at the paintings themselves.
- ❻ Still like other caves in the area, the Lascaux cave held many more secrets.
- ❼ So did the Stone Age people come first and the people who did the paintings follow much later, after fire had been discovered and used more?
- ❽ Someone found a piece of sandstone that was hollowed out on one side.
- ❾ Luckily the artists left all kinds of clues behind on the ground below their masterpieces.
- ❿ Can you guess what tools they used to carve the stone walls inside the cave?



Name _____

Instructions: Circle the conjunctions in the sentences below.

- ❶ Several years before, a large pine tree had been struck by lightning and tumbled over, exposing a gaping entrance.
- ❷ Without a light it was impossible to make out what lay below, but they could tell that something hollow and thrilling was hidden there.
- ❸ They had a feeling that the opening was something other than a burrow or a tunnel created by a mole or a groundhog.
- ❹ They made plans to return with a light and some shovels.
- ❺ One by one, they slipped into it, fell onto a pile of rocks, and looked around.
- ❻ He would take the lantern and enlarge the passageway, then return for the others.
- ❼ Villagers descended upon the cave and found other rooms filled with new and exciting carvings.
- ❽ These paintings were clearly very old, but how old?
- ❾ Scientists tried to date them using the radiocarbon method, but they found that these pictures could not be dated in this way.
- ❿ Could he have painted the pictures to ensure a successful hunt, or could the hunters themselves have created the pictures?



Bears

A Reading A-Z Level S Leveled Reader

Word Count: 1,171



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Front cover: Grizzly bear

Title page: Asiatic black bear

Back cover: Polar bear

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Do You Know?

The koala, often called a “koala bear,” is not a bear at all, even though it may look like one. It is a marsupial, or pouched mammal. Marsupials are especially common in Australia and also include the kangaroo, wombat, and Tasmanian devil. The only marsupial in the Americas is the opossum.



What Is a Bear?



Bears are intelligent, curious, powerful animals that have always fascinated people. They have thick fur, short legs, small ears, stubby tails, long claws, and jaws that can crush bone. Bears have a keen sense of smell and can even smell and find food packed inside plastic bags. The smallest bear is the sun bear, which weighs 36 to 63 kilograms (80–140 lbs.). The largest bear is the polar bear—male polar bears can weigh as much as 680 kilograms (1,500 lbs.).

Many bears are known for **hibernating**, or sleeping, often for months at a time. Bears that hibernate do so to survive the cold winter when food is scarce. They consume large quantities of food during the warmer months to store enough fat to last without food during the winter.

Even though bears are famous for hibernating, many bears do not hibernate. Polar bears and giant pandas cannot obtain enough food during the warmer months to fatten up and go without food in the winter. Sun bears and sloth bears, which live where food is plentiful year-round, also do not hibernate.



Bear mothers are extremely attentive and caring.

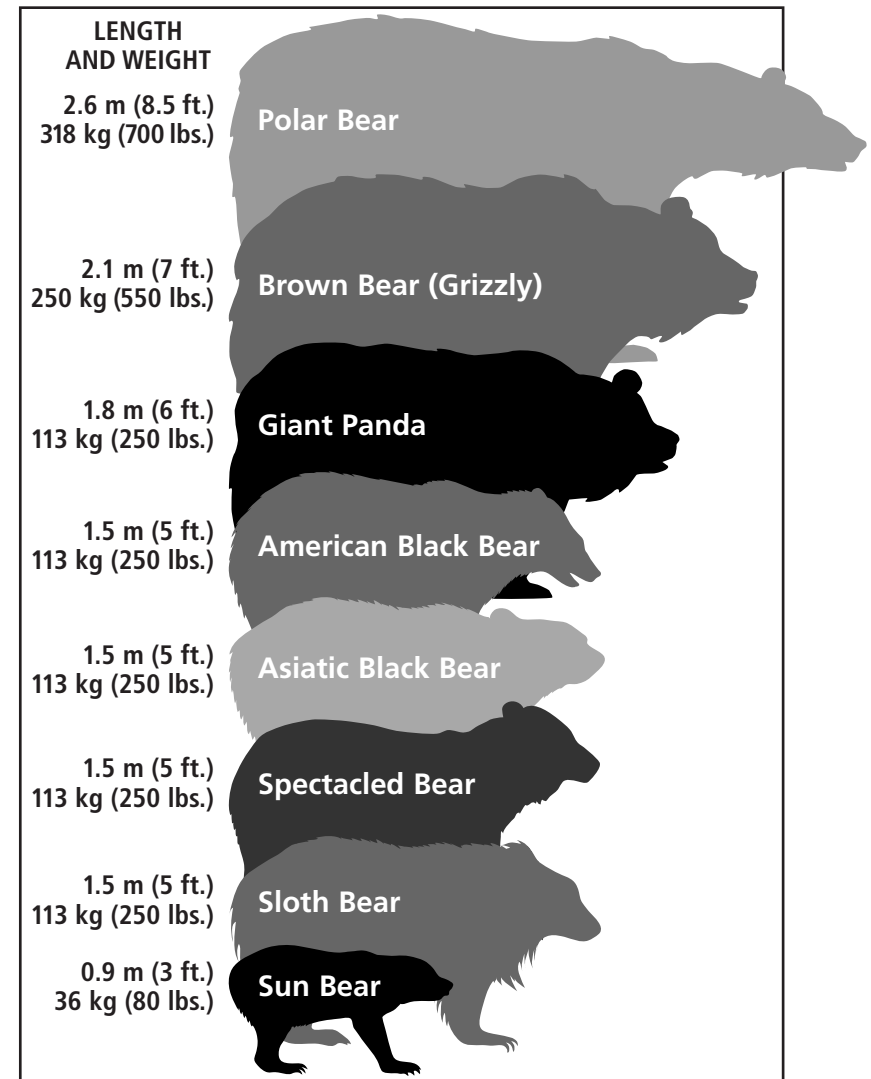
Growing Up

Most adult bears are **solitary**, preferring to roam on their own. The exceptions are during the mating season and when mothers care for their cubs.

Bears usually have one to three cubs at a time. Bear cubs are very small, blind, and helpless at birth. They stay in a den with their mother for several months following their birth. Male bears do not help raise cubs, and in fact sometimes kill and eat them. The mother bear must fiercely protect her cubs while they are young and vulnerable. Cubs stay close to their mother for up to three years. During that time, their biggest task is to learn how to find food. Then they are on their own.

Kinds of Bears

The following pages introduce the eight kinds of bears. Their **comparative** sizes are shown in the illustration below.



Polar Bears

The polar bear is the largest bear and the largest land-dwelling **carnivore** on Earth. It is easily identified by its white or yellow-white fur that camouflages it in snowy surroundings. Polar bears are exceptional swimmers, aided by partially webbed front paws. A thick layer of fat keeps them warm, even in frigid water.

Polar bears live near the North Pole. They are powerful hunters, eating mostly seals and walrus. Because food can be scarce, they may not eat for four or five days at a time.



THREATENED

Do You Know?

Polar bears have black skin under their fur. The black skin absorbs the sun's energy and helps keep the bears warm.



Polar bears live much of their lives on sea ice.

Brown Bears

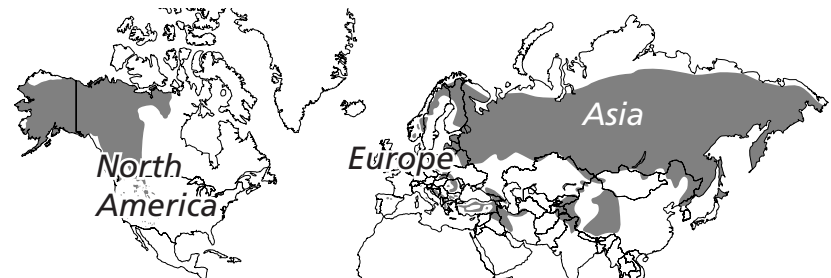
Not all brown bears are brown—they are divided into ten subgroups based on coloring, which ranges from light tan to reddish brown to very dark brown. One famous subgroup is the grizzly bear. Its name comes from its gray-tipped fur, which looks frosty, or grizzled. The largest brown bear, the Kodiak bear, lives in Alaska.

Brown bears have the largest range of any kind of bear. They live in western North America, parts of Europe, and much of northern Asia. Brown bears vary in size depending on where they live and what they eat. Fish, especially salmon, is a



Brown bears love salmon.

staple in the diet of many brown bears. The diet of a grizzly bear is among the most varied of any living animal. Grizzlies eat meat, fish, insects, eggs, berries, roots, leaves, and grass.



Giant Pandas

As a symbol of conservation, the giant panda is one of the most well-known animals in the world. It is easy to recognize because of its thick black-and-white fur and distinctive eye patches.

Giant pandas live in the forest-covered mountains of China. They feed almost **exclusively** on bamboo and are completely dependent on the health of bamboo forests in order to stay alive. Giant pandas are extremely rare, with only about 1,000 left in the wild.

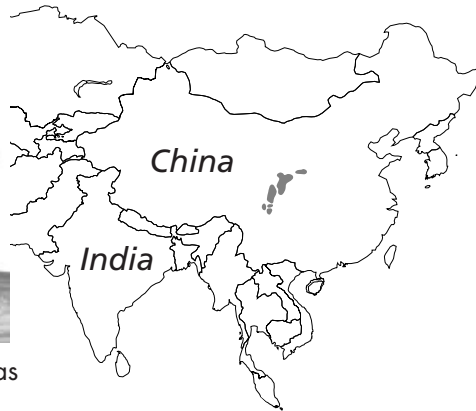
Do You Know?

The giant panda has an extra “thumb” on each hand. It is not really a thumb, but instead a special wrist bone, covered with a pad, that helps the giant panda grasp bamboo stems.

ENDANGERED



No one is quite sure how pandas got their black-and-white fur.



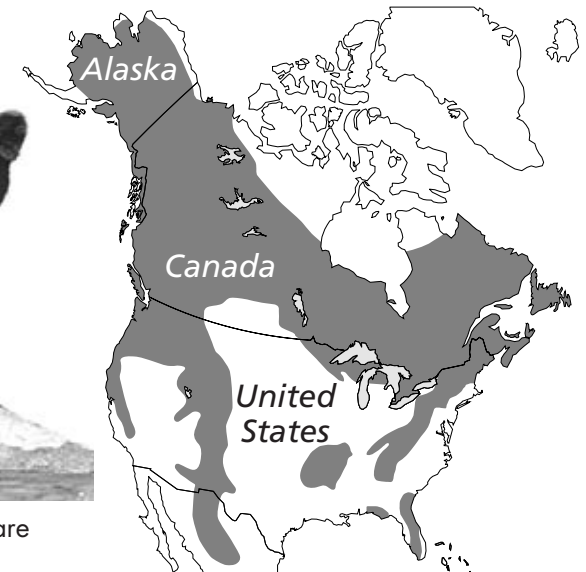
American Black Bears

The American black bear—often black but sometimes lighter—has a light-colored muzzle. Scientists recognize separate subgroups of American black bears based on coloring. These include the cinnamon bear (reddish brown), the Kermode bear (white), and the blue, silver, or glacier bear (bluish black or dark gray).

American black bears inhabit much of the North American continent, from Alaska and Canada to northern Mexico. Black bears are true **omnivores**, eating a wide variety of plants as well as honey, fish, insects, and dead animals. They are very good climbers.



American black bears are curious and intelligent.



Asiatic Black Bears

The Asiatic black bear, sometimes called the moon bear, is black except for a light-colored **muzzle** and a light V-shaped patch of fur on its chest. Another unique feature is its unusually large ears.

Asiatic black bears live in mountainous regions of many Asian countries. They often anger farmers by eating crops and killing sheep, goats, and cattle. These bears have a **diverse** diet that also includes fruit, insects, and small animals.



The name "moon bear" comes from the patch of light fur, shaped like a crescent moon, on the bear's chest.



Spectacled Bears

Spectacled bears have a brown or black shaggy coat and light markings on their face that sometimes look like eyeglasses, or spectacles. They are the only native bear in South America, living in forested mountains, grasslands, and coastal deserts. Like most bears, they are omnivores and will eat almost anything, including dead meat. They are particularly fond of fruit, sugarcane, and corn. Spectacled bears often climb cacti to eat the fruit at the top.

ENDANGERED

Do You Know?

Each spectacled bear has a unique pattern of eye markings on its face.



Spectacled bears have very good eyesight—almost as if their "spectacles" were real!

Sloth Bears

The sloth bear is a type of small bear with a long, shaggy coat and a lighter-colored face. It moves slowly and often hangs from tree branches, similarly to another mammal called a tree sloth.

Sloth bears live in the forests and grasslands of India and the neighboring island of Sri Lanka. Their favorite food is termites. A sloth bear has a long snout that it uses to suck out these insects from their nests. These bears also eat fruit, berries, and honey. When feeding, they make a loud sucking noise that can be heard from far away.



Sloth bears can close their nostrils to better suck up termites.

Sun Bears

The sun bear is the smallest member of the bear family. Mostly black, it gets its name from the light-colored patch of fur on its chest that is shaped like a rising sun.

Sun bears live in lowland tropical rainforests in Southeast Asia. They feed on both plants and animals. They have unusually long tongues to help them remove insects from hard-to-reach places. Sun bears are sometimes called honey bears because of their fondness for honey. Sun bears like honey so much that they will brave angry bees to get it—and eat the bees, too!



Sun bears are excellent climbers.

Bear Survival

Stories about bears attacking people are frightening, but bears are in greater danger from people than people are from bears. Because of human activity, bear populations are shrinking. Over half of all bear habitats worldwide have been destroyed by humans for farming, mining, and forestry. Five kinds of bears are endangered, and the other three are decreasing in numbers.

Another threat to bears is hunters, who kill bears for meat, sport, or the use of body parts for medicinal purposes. Other people hunt bears because they consider them to be pests that threaten crops or livestock.

Conservationists and wildlife biologists are working to save bears from extinction. Many people are trying to protect bear habitats and stop hunting so that bears can continue to survive in the wild.

Scientists put a tag on this brown bear's ear to track it and learn about its behavior.



Glossary

carnivore (<i>n.</i>)	animal that eats meat (p. 7)
comparative (<i>adj.</i>)	using or showing a comparison (p. 6)
diverse (<i>adj.</i>)	made up of many things (p. 11)
exclusively (<i>adv.</i>)	completely; entirely (p. 9)
hibernating (<i>v.</i>)	sleeping, especially for a long period of time (p. 4)
muzzle (<i>n.</i>)	the long part of an animal's head that includes its mouth and nose (p. 11)
omnivores (<i>n.</i>)	animals that eat both plants and animals (p. 10)
solitary (<i>adj.</i>)	alone; without companions (p. 5)

Index

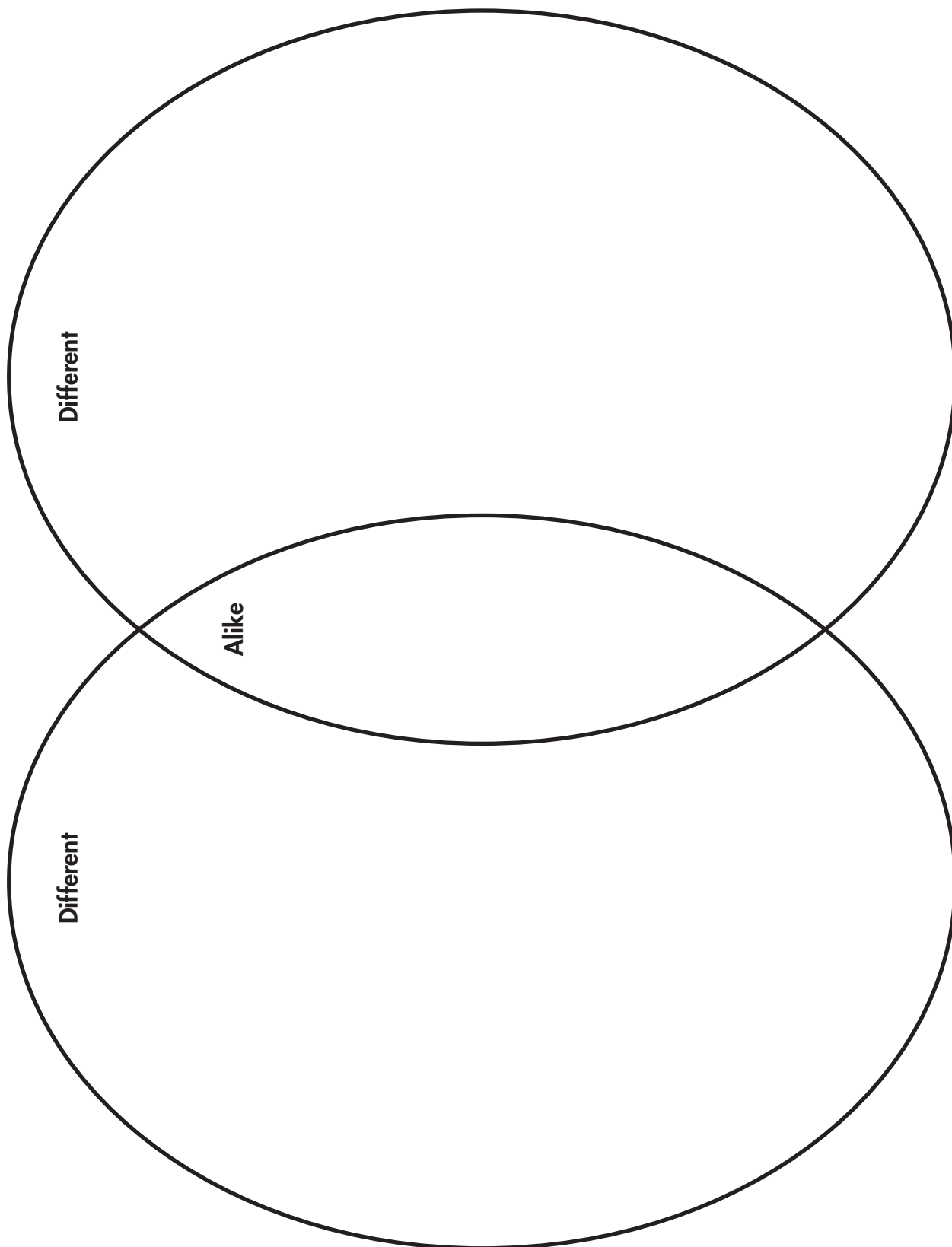
American black bear, 6, 10	polar bear, 4, 6, 7
Asiatic black bear, 6, 11	sloth bear, 4, 6, 13
brown bear, 6, 8, 15	spectacled bear, 6, 12
giant panda, 4, 6, 9	sun bear, 4, 6, 14

Name _____

Instructions: Write in the two topics you are comparing. Write details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: _____

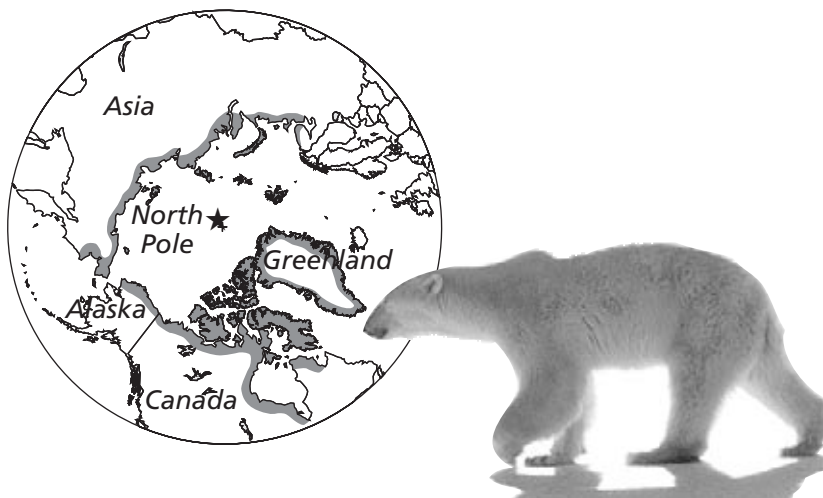
Topic: _____



Name _____

Instructions: In the sentences below, circle the hyphenated compound adjectives. Then underline the noun or nouns that they describe.

1. Sloth bears live where there is a year-round supply of food.
2. The polar bear is the largest bear and the largest land-dwelling carnivore on Earth.
3. Its name comes from its gray-tipped fur, which looks frosty, or grizzled.
4. The American black bear is the fourth-largest member of the bear family.
5. Giant pandas have black-and-white fur.
6. Giant pandas live in the forest-covered mountains of China.
7. The American black bear has a light-colored muzzle.
8. The Asiatic black bear has a light, V-shaped patch of fur on its chest.
9. The sloth bear has a long, shaggy coat and a lighter-colored face.
10. The eighty-pound sun bear is the smallest member of the bear family.



Name _____

Instructions: Read the sentences below. Choose and add the suffix *-est* to a word from the word box to complete each sentence. Then write two sentences using the words provided.

tall

clean

quick

mean

big

deep

small

large

1. The _____ bear is the polar bear.
2. The _____ bear is the sun bear.
3. Finding food is the _____ task for bear cubs.
4. The bears were swimming in the _____ water.
5. We saw a bear climbing the _____ tree in the forest.
6. The bears had the _____ fur after they got out of the water.
7. The bear caught the fish in the _____ amount of time I've ever seen.
8. The _____ bear in the group stole the fish away from the smaller bears.



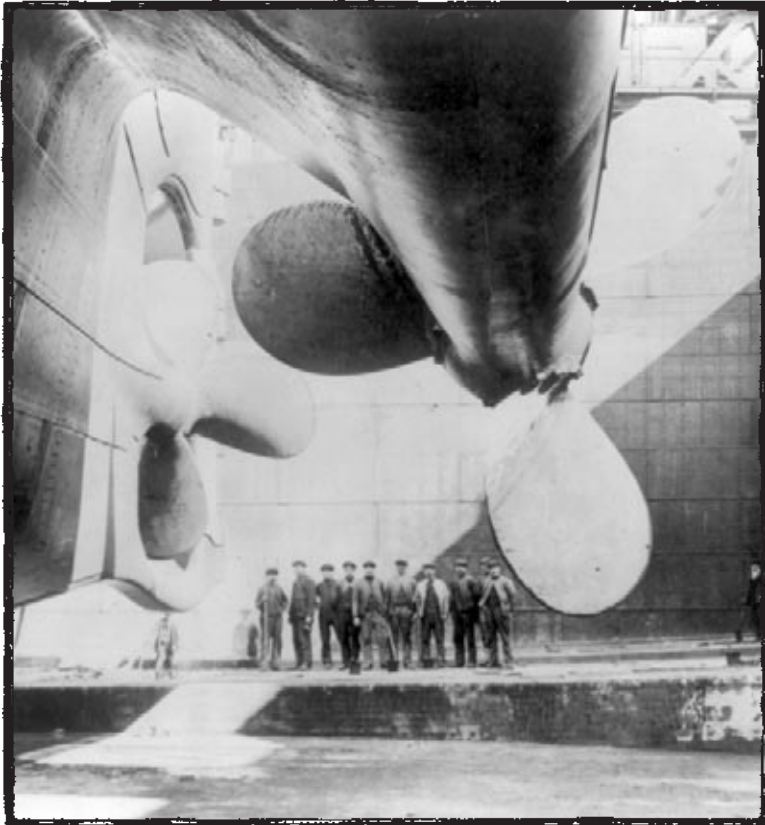
9. (nice) _____

10. (easy) _____

The Titanic: Lost and Found

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,098




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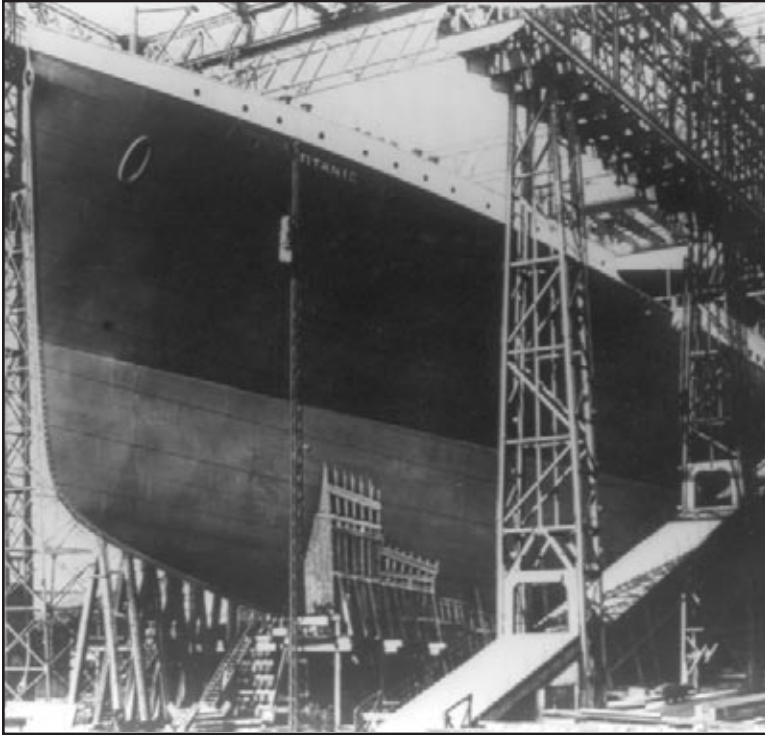
The Titanic: Lost and Found



Written by Lisa Trumbauer

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The Titanic: Lost and Found



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Front cover: *Sinking of the Titanic*, painting by Willy Stoewer ©1932

Page 3: Molly Brown, nicknamed "Unsinkable," was one of many famous people on board the *Titanic*. She survived.

The Titanic: Lost and Found
Level S Leveled Reader
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Illustrations by Craig Frederick

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The Grandest Ship

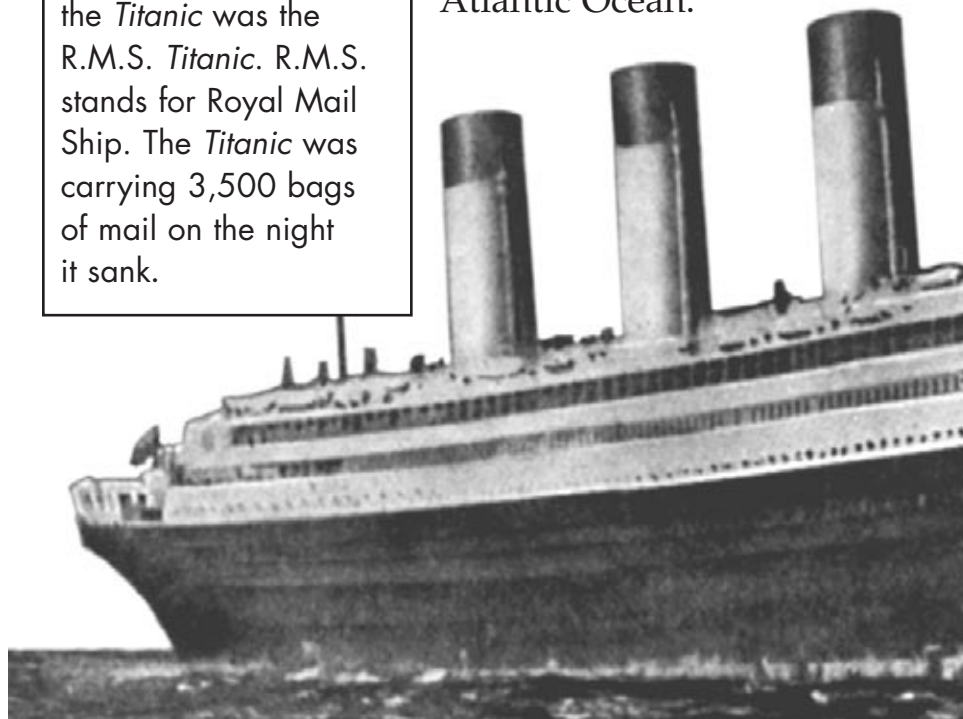
When it was built, many people thought it was the grandest ship to ever sail the seas. Others claimed it was the biggest, and some people even said it was unsinkable.

But on Sunday, April 14, 1912, just before midnight, disaster struck. Within hours the *Titanic*, the most **magnificent** ship of

its time, had sunk to the bottom of the Atlantic Ocean.

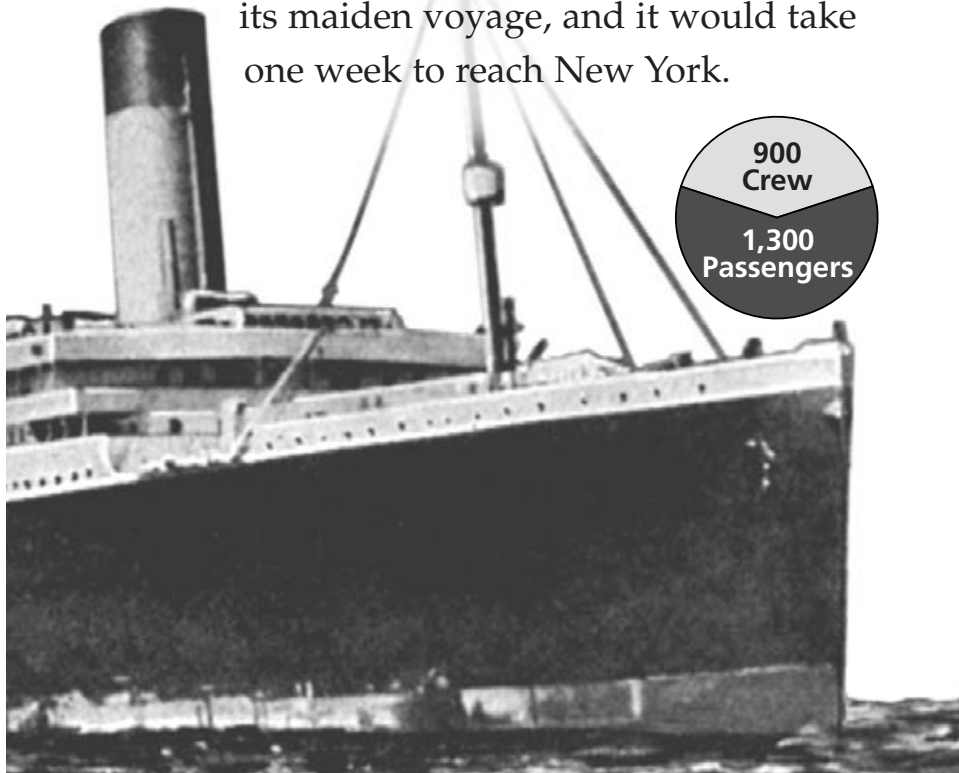
Do You Know?

The full name of the *Titanic* was the R.M.S. *Titanic*. R.M.S. stands for Royal Mail Ship. The *Titanic* was carrying 3,500 bags of mail on the night it sank.



The *Titanic* was built in Northern Ireland to take people and cargo across the Atlantic Ocean. Airplanes were still new **contraptions** in 1912, so the only way to travel from Europe to the United States was by boat.

Passengers began boarding the *Titanic* on Wednesday, April 10, in Southampton, England. They were thrilled to be on what was considered the grandest ship in the world. It was the ship's first trip, also called its maiden voyage, and it would take one week to reach New York.



Wealthy people traveled in style onboard the *Titanic*. They had fancy rooms for dining



The Grand Staircase

and elegant rooms for sleeping. First-class rooms perched at the top of the ship and offered the best views and fresh air. The *Titanic* even had four elevators and a lavish staircase.

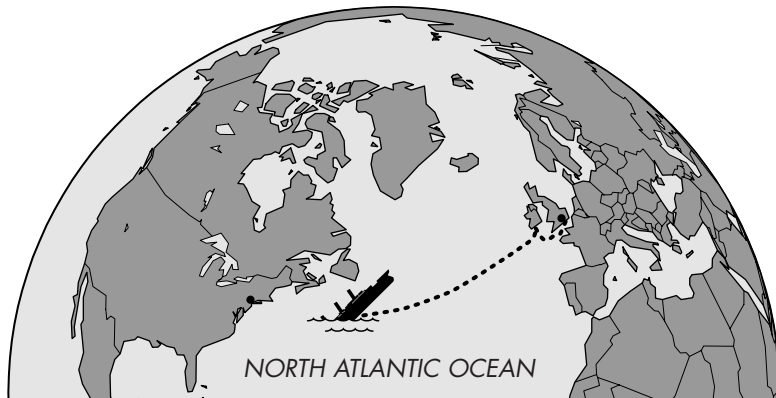
People who did not have a lot of money traveled in less spacious quarters at the bottom of the ship. This area was called **steerage**, and the rooms were cramped and crowded. Steerage passengers were not allowed to go to the upper levels of the ship.

Do You Know?

A person's "class" was one's status in society based on how much money he or she made. "Upper-class" people had a lot of money, whereas "lower-class" people had little. In 1912, different classes were separated.

How much did it cost to travel on the *Titanic*?

First Class:	\$4,350.00 per person
Second Class:	\$65.00 per person
Third Class:	\$35.00 per person



The dotted line shows the first, and only, voyage of the *Titanic*.

At Sea

After leaving Southampton, the *Titanic* stopped in France, then in Ireland, picking up a few more passengers. Finally, on Thursday, April 11, the *Titanic* set sail for the cold, open sea of the North Atlantic Ocean.

The *Titanic* must have been a marvel to behold as it glided across the ocean. It was the biggest ship of its time. It was 883 feet (269 m) long—about the length of 55 cars parked bumper-to-bumper. It was also as tall as a ten-story building—104 feet (32 m). Its four towering smokestacks stood 62 feet (19 m) tall, which is more than 15 fourth-graders standing on one another's shoulders.

Three days after leaving Southampton, the *Titanic* was well into the North Atlantic. This area was known for icebergs, and the ship's workers were responsible for watching out for these dangerous chunks of floating ice.

That Sunday evening the sea was calm. No white-capped waves crashed against the rugged icebergs, which would have made the ice easier to spot. Also, the night was **ominously** dark and cloudless. No moon shone over the still, open waters.

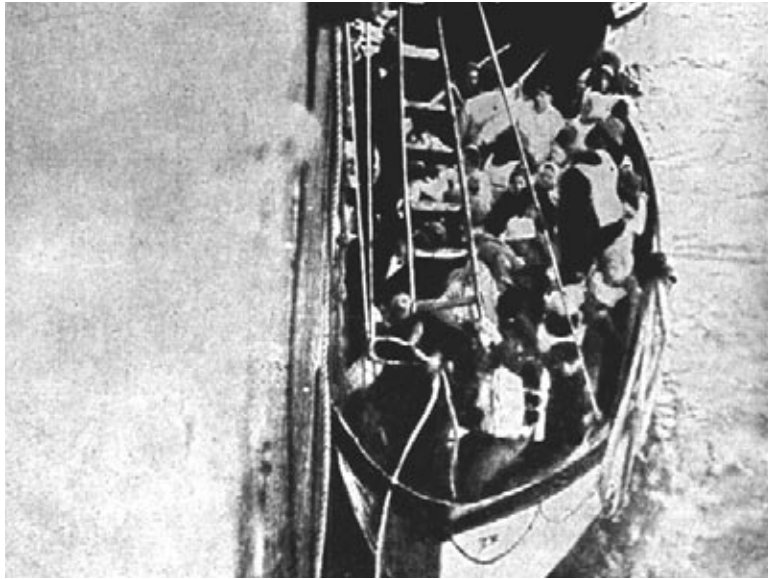
Then, at 11:40 PM, the crew and other passengers felt a jarring thud against the side of the ship. The *Titanic* had struck an iceberg. No one panicked, though, because they believed the *Titanic* was unsinkable.

One person on board knew differently.

A Chilly Discovery

Icebergs are actually bigger below the surface of the water than above it! The *Titanic* did not hit the part of the iceberg that you can see. Instead, it hit the larger part of the iceberg below the surface.

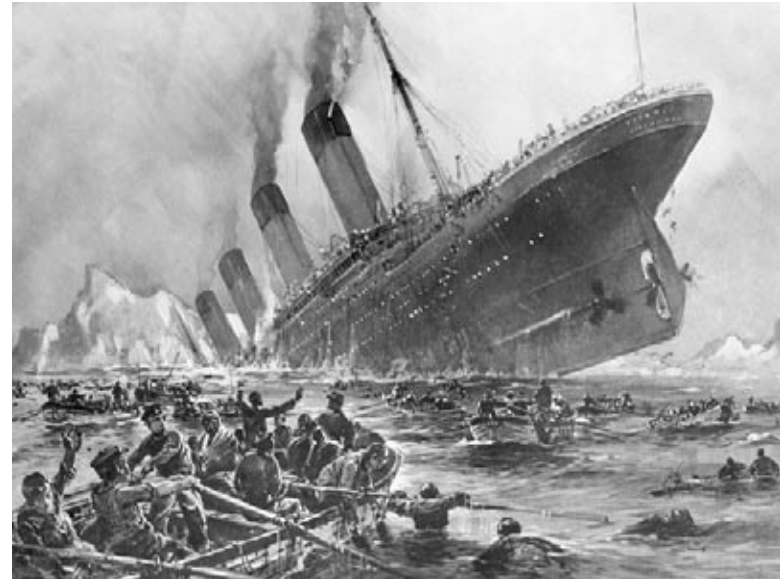




Titanic passengers in one of the few lifeboats

We're Sinking!

That person was Thomas Andrews, who had helped design the *Titanic*. He soon realized by the way the ship was behaving that it was in grave danger. As calmly as possible, the unsuspecting passengers were awakened and told to put on their life jackets. Women and children in first class were ushered into lifeboats, which were then lowered to the ocean far below. People waited patiently for their turns, still not understanding the danger that faced them.



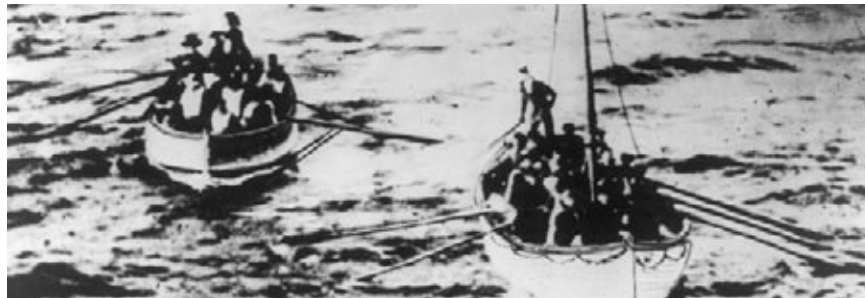
This famous painting shows the *Titanic*'s last moments.

Yet all too soon, it became evident to everyone onboard that the *Titanic* was in **dire** trouble. The supposedly unsinkable ship was sinking, and it did not have enough lifeboats for everyone. Resolutely, the ship's band stayed on deck and played music to keep everyone calm.

Some people prayed quietly and waited for the worst. Others **frantically** grabbed objects that might help them float in the water. Still others desperately clung to the ship's deck as it lifted into the air.

In the ship's radio room, the radio operator sent an urgent message. "Have struck an iceberg. We are badly damaged," the message read. A second message included the distress signal SOS.

The closest ship that responded, the *Carpathia*, would reach the *Titanic* in several hours, but that was not soon enough. Two-and-a-half hours after the *Titanic* struck an iceberg, it sank and disappeared, lost beneath the icy surface of the North Atlantic Ocean.



Do You Know?

Although it has never been proved beyond doubt, suspicions remain to this day that another ship was nearby. The *Californian* might have been as close as five miles, but was definitely no more than 19 miles away from the *Titanic*. Its crew, however, claimed not to have seen *Titanic's* distress flares. In addition, the *Californian's* radio had been turned off, so it never received *Titanic's* SOS.

Rescued

In the early-morning hours of Monday, April 15, the *Carpathia* arrived to rescue the *Titanic's* exhausted and grief-stricken survivors. About 700 people had survived in the few lifeboats, but about 1,500 had perished. Most had not drowned, however. Floating in their life vests, most had died from the extremely cold temperatures of the North Atlantic.

The world was stunned by the loss of the *Titanic*. How could such a magnificent ship, one that was called "unsinkable," go down so quickly? Several decades later, many questions would be answered.



The *Carpathia*



The front page was filled with the *Titanic's* story.



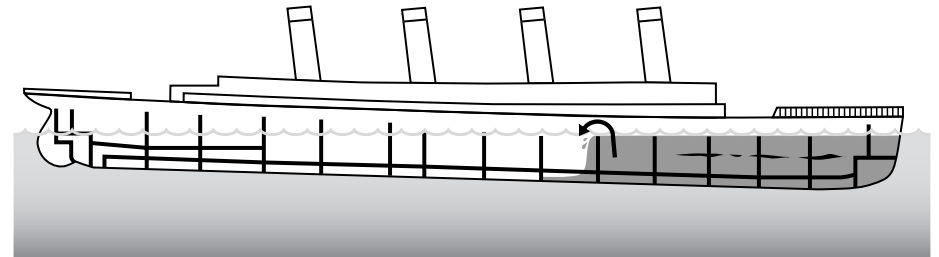
The bow of the *Titanic* at the bottom of the North Atlantic Ocean

Found!

In 1985, something extraordinary happened. The *Titanic* was found about two-and-a-half miles (4 km) beneath the sea at the bottom of the North Atlantic Ocean. Scientists could finally find their answers about how the ship sank so quickly.

Scientists sent robotic devices to explore and videotape the wreckage. The ship's ghostly form appeared eerily on the video monitors, its front railing recognizable, even after seventy years below water.

Scientists confirmed that the ship had broken into two parts. But what about the hole made by the iceberg? Buried in the sand of the ocean floor, it could not be seen. Therefore, scientists had to rely on sonar—waves of sound that bounce off surfaces. The sound waves helped the scientists discover that the iceberg had not cut a huge gash in *Titanic's* side, as first suspected.



The compartments were open at the top, allowing water to flood from one to the next.

Instead, the iceberg had made several small holes which, when added together, equaled only about the same area as a doorway. In addition, the holes were higher up on the ship than people had thought. These smaller, higher holes caused the ship's compartments to fill very quickly with water, which **ultimately** caused the ship to sink.

Titanic's Legacy

Because of the *Titanic*, many lessons were learned and new rules were applied to make ships safer. Today, a ship must have enough lifeboats for all its passengers, and



Lifeboats on a modern ship

lifeboat drills must be conducted so everyone knows what to do in case of an emergency. Ships must also keep their radios on 24 hours a day. And the International Ice Patrol, an organization that keeps track of the location of icebergs, was established.

The *Titanic* was a grand ship, and her story is just as grand. The legacy of the *Titanic* lives on in the memories of the lives lost, the lessons learned by the tragedy, and the changes that such a tragedy brought to sea travel.

Glossary

- contraptions** (*n.*) interesting, unfamiliar devices (p. 5)
- dire** (*adj.*) terribly bad (p. 10)
- frantically** (*adj.*) acting wildly with emotion (p. 10)
- magnificent** (*adj.*) beautiful and impressive (p. 4)
- ominously** (*adv.*) in a threatening or foreboding way (p. 8)
- steerage** (*n.*) the lowest part of the ship where the poorest passengers rode (p. 6)
- ultimately** (*adv.*) finally; in the end (p. 14)

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Reading a-z

Before Reading		After Reading	
K What I know	W What I want to know	L What I learned	S What I still want to know

SKILL: KWLS/ASK AND ANSWER QUESTIONS

Name _____

Instructions: Choose two words from the content vocabulary list that you are least familiar with. Write one word in each word box. Then write a definition for each, and use the word in a sentence of your own.

Word Box

Definition

Sentence

Word Box

Definition

Sentence

Name _____

Instructions: List an important event about the *Titanic* in each box in order.

The diagram illustrates a 3D convolution operation. On the left is a 3D input volume of size 4x4x4, represented by three stacked squares, each with four vertical lines. An arrow points from the input to a 3D kernel of size 3x3x3, also represented by three stacked squares with four vertical lines. An arrow points from the kernel to a 3D output volume of size 2x2x2, represented by three stacked squares with four vertical lines. The output volume is positioned to the right of the kernel. The entire diagram is set against a light gray background.

Name _____

Instructions: Read each sentence. Choose two words from the box that create a hyphenated compound adjective that completes the sentence. Write the new word in the blank space and underline the noun that each adjective describes.

ten	fourth	first	grief	story
early	stricken	class	morning	grade

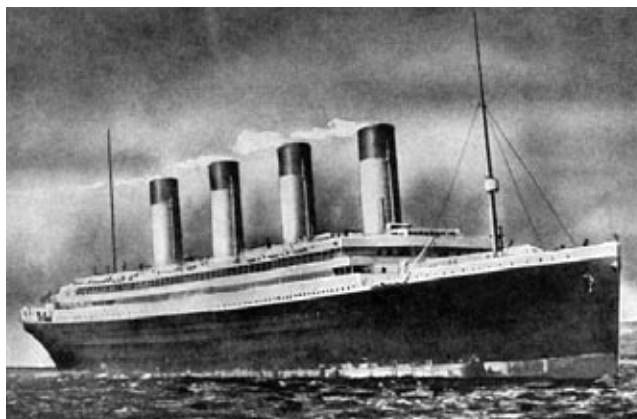
1. The *Titanic's* smokestacks were taller than 15 _____ children standing on each other's shoulders.

2. It was as tall as a _____ building.

3. _____ rooms offered the best views and fresh air.

4. *Carpathia* arrived in the _____ hours.

5. The _____ survivors were finally rescued.



Let's Make Vegetable Soup!

A Reading A-Z Level S Leveled Reader

Word Count: 1,300



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LEVELED READER • S

Let's Make Vegetable Soup!



Written by Steven Accardi

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Let's Make Vegetable Soup!



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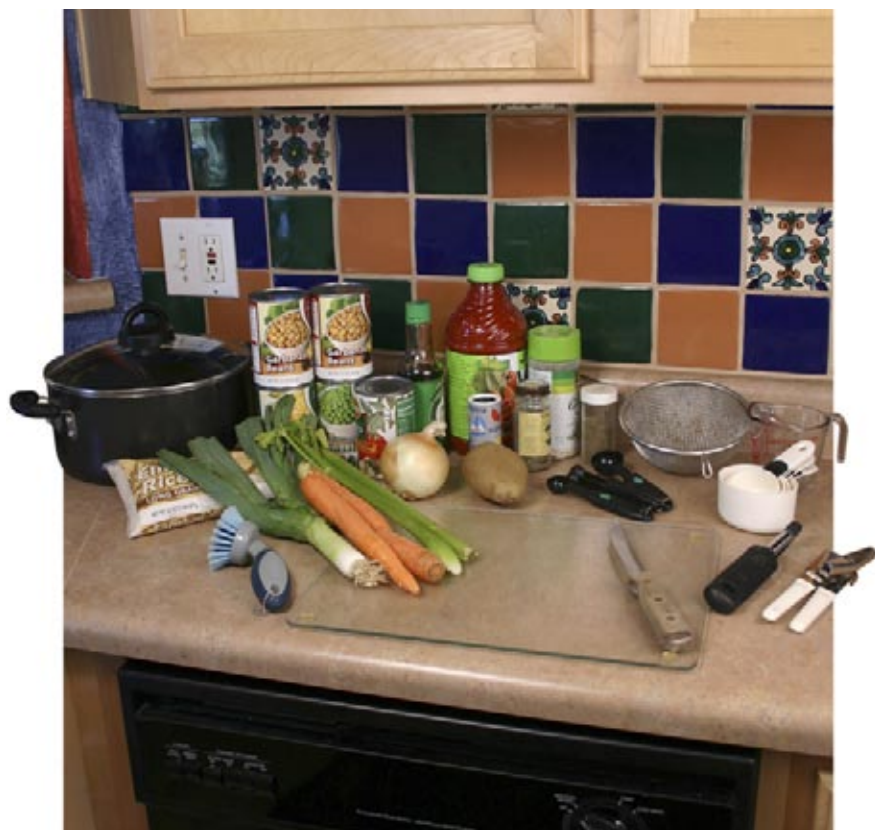
Introduction

There's nothing more wholesome than settling down with a steaming bowl of soup on a cold winter day. It warms you up from



the inside and makes you feel so satisfied. The greatest thing about soup is that there are enough varieties for everyone to find a favorite. Some soups are clear, some are creamy, some have beef or chicken or fish, some have

noodles or rice, some are spicy, and some are simple—the list of soups is almost endless. Pretty much anything tastes delectable in a soup, but vegetables are especially delicious.



Vegetables are packed with nutrients, minerals, and vitamins your body requires every day, and they're always tasty in soup. Have you ever cooked homemade vegetable soup before? It's surprisingly easy, and the soup is wonderfully healthy. Below you'll find a recipe for an excellent vegetable soup. All it requires is a large pot, a few ingredients, and just a pinch of patience. Want to give it a try?

Grab Your Ingredients

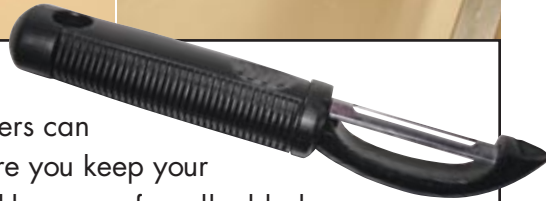
Homemade Vegetable Soup

- 2 carrots, chopped
- 2 celery stalks, chopped
- 1 leek, chopped
- 1 medium-size yellow onion, chopped
- 1 potato, peeled and cubed
- 3 cups tomato-vegetable juice cocktail
- 2 cups water
- 1 cup long-grain white rice
- 1 (15-ounce) can of diced tomatoes, drained
- 1 (15-ounce) can of peas, drained
- 1 (15-ounce) can of whole-kernel corn, drained
- 2 (15-ounce) cans of garbanzo beans, drained
- 1 tablespoon soy sauce
- 1 teaspoon dried dill weed
- 1/2 teaspoon ground black pepper
- 1/4 teaspoon dried thyme
- 1/4 teaspoon garlic powder



Cook Safe!

Vegetable peelers can be sharp. Make sure you keep your fingertips and knuckles away from the blade.



To prepare for cooking, your first step is to collect the ingredients. You'll need a selection of fresh vegetables, including two carrots, two celery stalks, one medium-size yellow onion, one potato, and one **leek**. A leek is a green vegetable with a flavor something like an onion, but milder. Be sure to thoroughly scrub the celery and leek, and peel the onion, carrots, and potato.



Do You Know?

If you notice someone crying while he or she chops an onion, don't worry—it's just the smell. The juices released when you chop an onion make your eyes water and your nose run. A secret trick of the cooking trade is to chill the onion at least an hour before chopping it. Many cooks say this will prevent the onion from irritating your eyes.



Now, have an adult chop the vegetables into bite-size pieces. It's important to cut all the vegetable pieces about the same thickness to **ensure** that they cook evenly.

Put It Together

Now that you've gathered your ingredients and chopped the vegetables, it's time to put everything together in your large pot. Set the pot on the stove or counter; it's not time for the burner just yet. Once the adult has finished chopping, gather the vegetable pieces and throw them in the pot.

Next, you'll create the **broth**, or liquid base of your soup. Find a liquid measuring cup—it resembles a small glass pitcher with markings on the side. Measure three cups of tomato-vegetable juice cocktail and pour them into the pot, being careful to avoid spilling. Then, measure two cups of cold water, and dump that into the pot, too. Lastly, measure out one cup of uncooked long-grain white rice using a dry measuring cup, and shake it into the broth.



Cook Safe!

Can openers can have sharp blades. They can also leave sharp edges on the lid and the rim of the can. Be careful when handling sharp metal.



Now it's time to add your canned vegetables. Beans and peas are loaded with protein, a nutrient that helps build strong muscles and gives dishes a meaty flavor. For this step, you'll need to

operate a can opener. Both hand-cranked and electric can openers can be tricky, so you may want an adult to help. Once you've gotten the hang of it, open the cans of diced tomatoes, peas, whole-kernel corn, and garbanzo beans.

After you've opened the cans, you'll have to drain their contents. The simplest way to perform this task is with a **strainer**, which resembles a bowl with lots of little holes in it. Strainers hold solids while letting liquids flow away.

First, place the strainer in the sink and dump the can of tomatoes into it. Then, lift the strainer and gently shake it over the sink, draining as much liquid as possible away from the tomatoes. Finally, once the strainer stops dripping, carry it to the pot and slide the tomatoes in. You may want to hold your palm under the strainer to catch any last few drops of liquid. You wouldn't want that mess on the floor—it's much easier to rinse your hands than it is to mop.



Repeat the above steps with the cans of peas, corn, and garbanzo beans. Put the strainer in the sink, empty a can into the strainer, shake the strainer until it stops dripping, and then dump the contents into the pot. The pot is nearly full, isn't it? That's because you're almost finished, but you've saved the best ingredients for last: the spices.





Spice It Up

Spices make foods **unique** and tasty, and they'll give your soup a distinct flavor. They're the secret ingredients in your masterpiece. You measure spices with teaspoons and tablespoons, but these aren't the familiar spoons you eat with. Find a set of measuring spoons that includes a tablespoon, teaspoon, $\frac{1}{2}$ teaspoon, and $\frac{1}{4}$ teaspoon.



The first spice you'll add is soy sauce. Soy sauce gives foods a salty tang, and it will enhance the flavor of your vegetables. Measure a tablespoon of soy sauce and pour it into the pot.

Next, measure a teaspoon of dried dill weed and sprinkle it into the pot. Doesn't dill weed have a fantastic smell? It's often found in **Mediterranean** dishes. Next, measure $\frac{1}{2}$ teaspoon of ground black pepper and toss it in. Pepper livens up just about any dish. Finally, measure $\frac{1}{4}$ teaspoon of dried thyme and $\frac{1}{4}$ teaspoon of garlic powder and shake them into the pot, too. Both will give your soup a **hearty** flavor. You're almost finished!

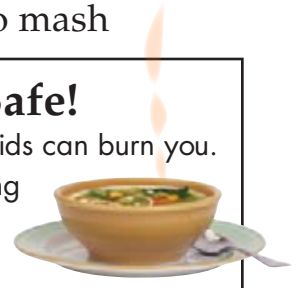


Let's Cook

Now you're ready to cook your soup. Start by turning on the stove burner under the pot to its highest setting. If you aren't sure about operating your stove, ask an adult. Then, make sure all your ingredients combine evenly by stirring the contents of the pot with a large wooden spoon. Take care not to mash the vegetables or splash the broth out of the pot. You want your soup to be the best it can be.

Cook Safe!

Hot liquids can burn you. Avoid spilling hot liquids on yourself.



At this stage, you can probably take a much-deserved break because your soup will need some time to cook. You'll probably want to clean up the kitchen. You might have made quite a mess, but that's okay—it's all part of the cooking process!



Allow the soup to heat on the burner until it begins to **boil**. The soup is boiling when the liquid bubbles rapidly. Once the soup boils, lower the heat until it's almost off and the soup begins to **simmer**. A liquid simmers when it barely shivers with tiny bubbles. Cover the pot of soup with a lid.





Keep the soup simmering slowly and gently for about half an hour. Soon enough, you'll get a whiff of its enticing aroma. Isn't it great? Every once in a while, gently stir the pot with the large wooden spoon. That stirring ensures that all the ingredients and flavors blend to create a delectable whole. It'll also prevent any vegetables from burning onto the bottom of the pot.



Let's Eat!

After about thirty minutes, use your wooden spoon to fish out a piece of vegetable, such as a chunk of carrot. Blow on it a few times so it's cool enough to taste and then take a bite to test the texture. If the carrot is **tender**, or nice and soft, then you're finished. If it's still hard and crunchy, let the soup simmer for several more minutes. Taste another vegetable every few minutes until you're satisfied with the tenderness. But don't overcook your soup—you don't want your vegetables to be mushy. Once you're happy with the soup, turn off the heat and serve your delicious creation with a **ladle**.

What do you think—not too shabby, right? You can serve your soup with a grilled cheese sandwich, some bread and butter, or all by itself. You can also store the leftovers in the refrigerator and reheat them on the stove or in the microwave. You probably have enough for warm, healthful lunches all week. And if you enjoyed this vegetable soup, you can follow the recipe steps using different types of vegetables. Try cooking soup with zucchini, broccoli, mushrooms, or red peppers. Almost any vegetable tastes fantastic in soup!



Now you can enjoy a hot, delicious homemade meal and feel proud of what you've accomplished. Not only are you eating vegetables full of essential vitamins and nutrients, but you also made this delicious soup like a professional chef.

Glossary

boil (<i>v.</i>)	to bubble rapidly (p. 18)
broth (<i>n.</i>)	the liquid base of a soup (p. 9)
ensure (<i>v.</i>)	to make sure (p. 8)
hearty (<i>adj.</i>)	dense and full of satisfying flavor (p. 15)
ladle (<i>n.</i>)	a kitchen tool with a scoop and a handle used to serve liquids (p. 20)
leek (<i>n.</i>)	a long green-and-white vegetable that tastes like a mild onion (p. 7)
Mediterranean (<i>adj.</i>)	coming from the countries around the Mediterranean Sea, such as Italy, Greece, and Turkey (p. 15)
simmer (<i>v.</i>)	to bubble very slowly (p. 18)
strainer (<i>n.</i>)	a kitchen tool shaped like a bowl with many holes in it; it is used to drain liquids away from solids (p. 11)

tender (<i>adj.</i>)	soft, but not mushy (p. 20)
unique (<i>adj.</i>)	one of a kind (p. 13)

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simmer, 18–20
soy sauce, 6, 14
strainer, 11–12
thyme, 6, 15
water, 6, 9



Name _____

Instructions: Visualize information from each section of the text. Then draw what you pictured in the boxes.



**What pictures
do you see
while reading?**

Name _____

Instructions: Write cause-and-effect relationships in the correct boxes below.

Cause



Effect

Cause



Effect

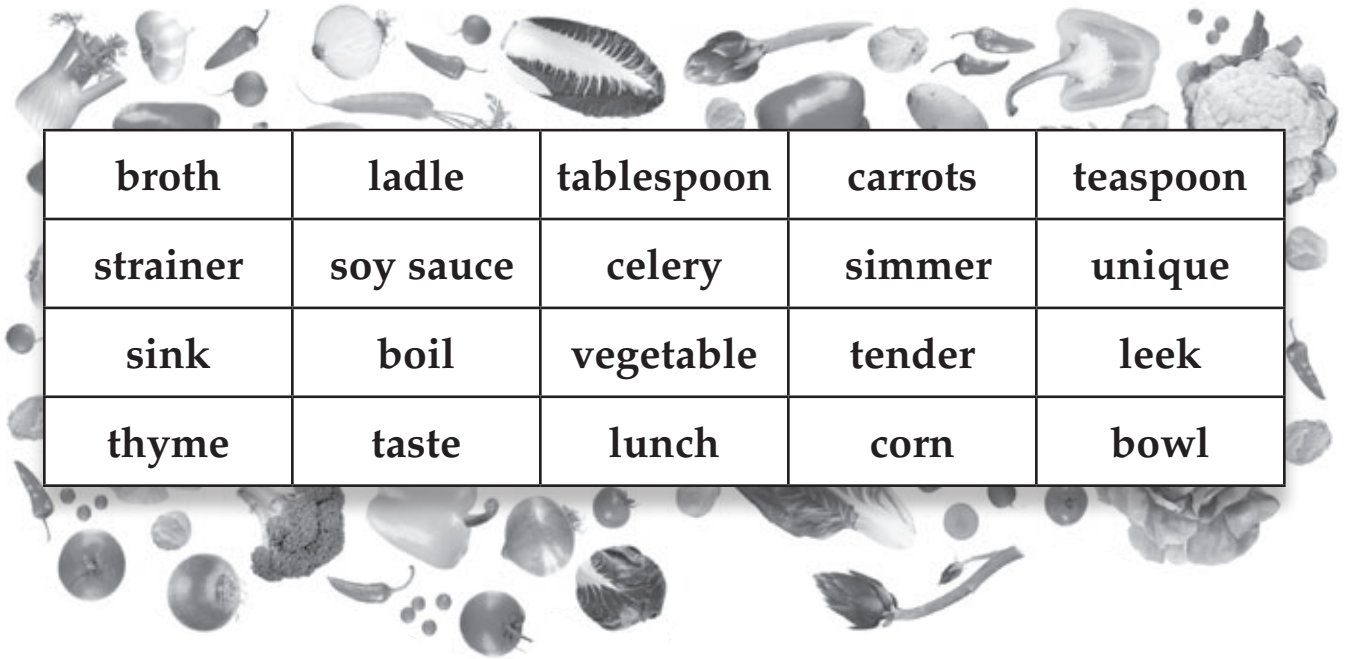
Cause



Effect

Name _____

Instructions: At the top, put the words into alphabetical order. Then look up each word at the bottom in a dictionary. Find the definition that fits how the word was used in *Let's Make Vegetable Soup*.



broth	ladle	tablespoon	carrots	teaspoon
strainer	soy sauce	celery	simmer	unique
sink	boil	vegetable	tender	leek
thyme	taste	lunch	corn	bowl

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Penguins

A Reading A-Z Level S Leveled Reader

Word Count: 1,466



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Penguins



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Front cover: A group of king penguins on Macquarie Island

Back cover: An emperor penguin chick huddles for warmth on its parent's feet.

Title page: A gentoo penguin takes a drink.

Table of Contents: An Adelie penguin gives a warning call when it feels threatened.

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No Ordinary Bird

What type of bird cannot fly and has strong flippers instead of wings? What type of bird spends its whole life swimming or walking? It's no ordinary bird, that's for sure—it's a penguin!

Penguins are amusing to watch. Their dark backs and white bellies make them look as if they are dressed up for a fancy party. On land, most are clumsy and walk with a strange **waddle**. But in water, they are swift and graceful.

The movie *March of the Penguins* sparked great interest in emperor penguins. There are also sixteen other types of penguins. Read on to learn more about these amazing birds.



Who do you think these gentoo penguins are watching?

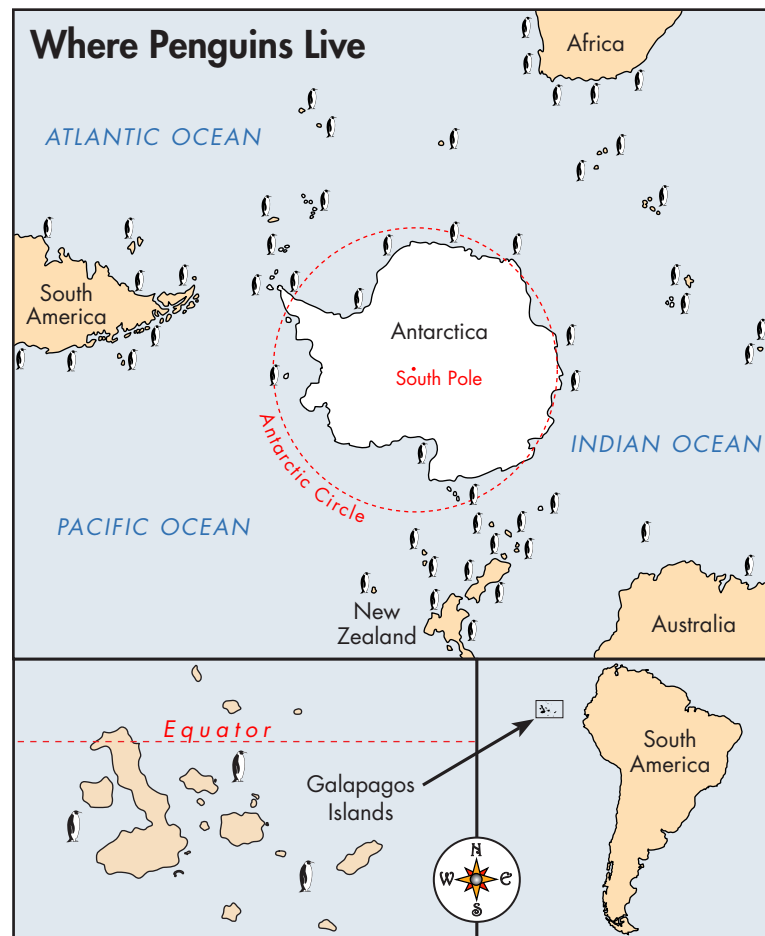


Some king penguins live near sheep herds on the Falkland Islands.

Where Penguins Live

All penguins live in the southern hemisphere. Many live in places with very cold weather. Four **species** of penguins live on the ice around Antarctica—the coldest place on Earth. Another three species live on islands near Antarctica.

But not all penguins live in cold, harsh places. The little blue penguin lives along the coasts of Australia and New Zealand, where forests, not ice fields, border the ocean. And the Galapagos penguin lives off the west coast of South America near Ecuador, which lies on the equator!



Imagine you are in a spaceship high above Antarctica. From that height, you can see the southern areas of Africa, Australia, and South America. The large map on this page, from that same view, shows where most species of penguins live. The small map shows where Galapagos penguins live.

Penguin Bodies

Unlike most birds, penguins spend most of their lives in the ocean. Their **streamlined** bodies and webbed feet help them move through the water with ease. Some penguins can swim as fast as 40 kilometers (25 mph) per hour for short distances.

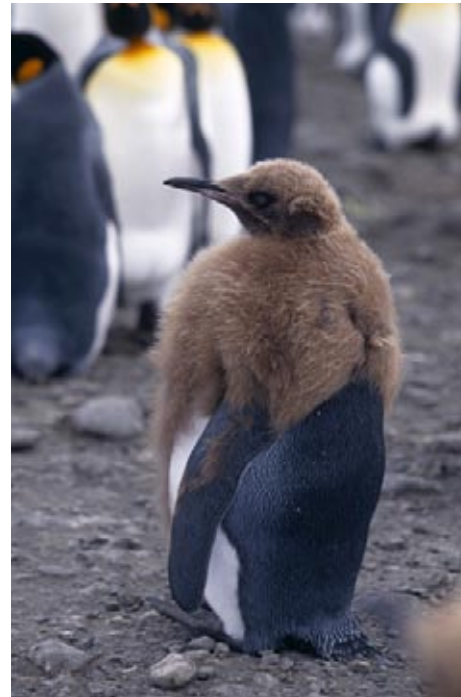
Instead of wings with long feathers, penguins have powerful flippers similar to those of seals, dolphins, and sea turtles. Penguins use their flippers like boat oars to push water and move forward. They steer with their feet and tails.



This king penguin uses its flippers to zoom through the water.

Penguins have two layers of feathers, a stiff outer layer and a soft layer underneath. Their small, stiff outer feathers are packed closely together. Penguins rub their beaks on oil glands at the base of their tails and spread the oil on their outer feathers. Their oily coats keep out water and keep in heat.

Underneath penguins' outer feathers is a layer of down—warm, fluffy feathers that hold warm air close to the body. A thick layer of fat adds another layer of **insulation**.



If a penguin gets too hot, it fluffs up its feathers to let body heat escape. It may eat snow to cool off, too. Eating snow also helps a penguin get enough water in its body.

Most penguins molt, or replace old feathers with new, once each year. Around age two, young penguins grow their adult feathers.



Tobogganing is much faster than walking.

Penguins are awkward on land. As their legs attach far back on their bodies, it is difficult for them to walk smoothly. But penguins often must travel on land for long distances. When they get tired of walking, they slide on their stomachs. This way of moving is called tobogganing.

Do You Know?

Why don't penguins' feet freeze when they walk on ice?

When penguins stand on ice, the blood vessels in their feet become narrower, so less blood travels through their feet. A similar thing happens in humans, which is why your hands and feet are pink when warm and white when cold.

Also, the blood vessels in penguins' feet have a special flow design that keeps their feet just a few degrees above freezing. The way their blood flows keeps their feet just warm enough to avoid frostbite. Frostbite occurs when body tissue gets so cold that it freezes.

Types of Penguins

Scientists place penguins in different groups based on their feathers and markings.

KEY

ANT = Antarctica
NANT = Near Antarctica
GI = Galapagos Islands
AFR = South Africa
ANZ = Australia and/or New Zealand
SAM = Southern South America

Name	Size	Home
CRESTED PENGUINS <i>Yellow or orange feathers on head</i>		
erect-crested	67 cm. (26 in.)	ANZ
fiordland	55 cm. (22 in.)	ANZ
macaroni ¹	70 cm. (28 in.)	NANT
rockhopper ²	52 cm. (20 in.)	NANT
royal	70 cm. (28 in.)	ANZ
Snares Island	50 cm. (19 in.)	ANZ
BANDED PENGUINS <i>Black stripes on upper chest</i>		
black-footed (African) ³	68 cm. (27 in.)	AFR
Galapagos	49 cm. (19 in.)	GI
Humboldt ⁴	70 cm. (28 in.)	SAM
Magellanic	70 cm. (28 in.)	SAM
BRUSH-TAILED PENGUINS <i>Long tails</i>		
Adelie ⁵	70 cm. (28 in.)	ANT
chinstrap ⁶	74 cm. (29 in.)	ANT
gentoo	80 cm. (31 in.)	ANT
GIANT PENGUINS <i>The largest penguins</i>		
emperor ⁷	120 cm. (4 ft.)	ANT
king	90 cm. (3 ft.)	NANT
OTHER PENGUINS <i>Different from all other penguins</i>		
little blue (fairy) ⁸	43 cm. (17 in.)	ANZ
yellow-eyed	55 cm. (22 in.)	ANZ



Wowser!

The smallest penguin is the little blue penguin.⁸ It is about the size of a large duck. The largest penguin is the emperor penguin.⁷ It is about the same height and weight as an average third grader!

Penguin Parents and Chicks

Spring comes in late September south of the equator. This is when most penguins move onto land to start families. They build nests in huge nesting areas called rookeries. Depending on the species of penguin, the



rookery may be on snowy ice, a rocky cliff, or a hillside.

A penguin rookery is a busy, crowded place.

A group of penguins that nests together is called a colony. A colony may contain hundreds or even thousands of one species of penguin. They make noises—grunts, croaks, hisses, and trumpeting sounds—as well as movements such as stretching, bowing, and pointing their beaks toward the sky. A penguin colony is very loud (and dirty!), with lots of activity.

All these noises and movements help penguins pick mates. Each pair builds a nest together using grass, moss, feathers, or pebbles. Emperor and king penguins use their feet as a nest, cradling the egg on top of their feet.

Eggs must stay warm or they won't hatch. The smaller Antarctic penguins sit on their eggs for about five weeks. Emperor and king penguin eggs take about eight weeks to hatch. During that time, a parent's body keeps the egg warm. King parents take turns egg-sitting, but an emperor father cares for the egg while the mother leaves to get food. He may go without food for four months before his mate returns to care for the hatched chick. During this time, he and other males face some of the harshest weather on Earth.



A flap of skin on this king penguin's body keeps its egg warm.



This gentoo penguin chick eats food brought up from its parent's stomach.

Penguin chicks are covered with down when they hatch. They cannot swim until they grow waterproof feathers, so they must stay on land. Since there is no penguin food on land, one parent cares for the chick while the other parent goes to the ocean to eat. That parent brings back food for the chick.

As a chick grows, it leaves its nest and lives in a group with other chicks. They crowd together to stay warm, and their parents bring them food. Chicks recognize their parent's voice. Even with thousands of penguins in the colony, and all the noise they produce, each chick knows the sound of its own parent's call, and they will find each other.

When chicks grow their adult feathers, they are ready to go to sea and hunt their own food. They eat well and grow quickly. Penguins between the ages of two and eight have chicks of their own.

Hunters and Hunted

Penguins are meat eaters, and their diet includes fish, squid, crab, and other ocean animals. Among their favorite foods are tiny animals called krill, which are related to shrimp. The largest penguins—emperors and kings—mostly eat fish and squid, which are more filling than krill. Most penguins find their food near the ocean's surface, but larger penguins may dive deep in the ocean to find food.

Like other birds, penguins have no teeth. Some seabirds, including penguins, have a fringe of spines inside their mouths. The spines help penguins hold onto slippery food that might be trying to escape.



You can see the spines along the sides of this rockhopper penguin's mouth.



Penguins are the main source of food for leopard seals.

Penguins are hunted by sharks and orcas, but their worst enemies are leopard seals, which can swim very fast. To escape, penguins must get out of the water quickly. They gain speed by swimming deep; then they paddle very fast, shooting up onto land as if they've been shot from a cannon. Safe on land, adult penguins have few enemies, so they don't need to fly to escape.

Antarctic penguins must keep their chicks safe from other birds. Smaller birds will eat penguin eggs, and larger seabirds may eat the eggs and attack the chicks. But no birds hunt healthy adult penguins.

Penguins and People

Because penguins can't fly, they have no way to escape people who hunt them. Long ago, sailors hunted penguins for food, and the practice continues in some areas. Penguins are

Do You Know?

The great auk, a flightless penguinlike bird in the northern hemisphere, became extinct in the 1800s because of hunting.

also killed and used for fishing bait.

Huge numbers of penguins gather to breed in certain areas, and they need

a plentiful food supply. Penguins compete for ocean food with people who conduct large fishing operations in many of the same areas. Without a dependable food source, fewer adult penguins survive, so fewer chicks survive. Penguins also get tangled in fishing nets and die. **Conservation**

groups are working to convince large fishing companies to limit their fishing near penguin rookery sites during the breeding season.



Oil **pollution** is another threat to penguins' safety. Because they spend so much of their time swimming in the water, penguins are at greater risk than most other birds of coming in contact with an oil spill. They can't fly above a polluted area to see and avoid it.

Oil from a spill coats birds' feathers and disturbs their natural insulation. Without this protection, they quickly become too cold. Penguins' fat layer also helps to protect them from the sudden loss of protective insulation and gives penguins a chance to survive if they are rescued and cleaned off. Other seabirds, who lack this extra layer of fat, have less of a chance of survival. Even with these natural advantages, many more penguins die from oil spills than can be rescued and cleaned.



This Magellanic penguin is scrubbed clean after an oil spill.



Warmer ocean temperatures have caused the food supply of black-footed penguins to move south. The penguins must swim farther to get food, and fewer survive.

Global warming is creating new dangers for penguins. As the air and water in the Antarctic region warm up, the ice mass shrinks. Normally, **algae** build up on the ice in winter. When spring comes, the ice melts and krill eat the algae. Less ice means less algae and less food for krill. With less krill to eat, fewer Antarctic penguins survive. Scientists are studying many other ways that global warming is affecting penguins. They have seen the numbers of many penguin species drop by nearly half in the past fifty years.

The effects of global warming are most easily seen in polar regions. Like polar bears in the northern hemisphere, penguins are messengers of a planet in trouble. Penguins, like all birds—and all wildlife—need our help to survive.

Glossary

algae (<i>n.</i>)	a simple type of plant that does not have roots, leaves, stems, or flowers (p. 19)
conservation (<i>n.</i>)	having to do with protecting and preserving natural resources (p. 17)
insulation (<i>n.</i>)	material that holds in heat, preventing warmth from escaping or cold from entering (p. 8)
pollution (<i>n.</i>)	harmful waste or other dirt in the environment (p. 18)
species (<i>n.</i>)	a group of living things that are similar to one another and able to have babies together (p. 5)
streamlined (<i>adj.</i>)	having a design that allows for smooth movement through water or air (p. 7)
waddle (<i>n.</i>)	a clumsy way of walking with short, swaying steps (p. 4)

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eggs, 13, 16	oil pollution, 18
feathers, 7, 8, 10, 13, 14, 18	rookeries, 12
global warming, 19	seals, 7, 16

Name _____

INSTRUCTIONS: In the first column, write what you already know about the topic. In the second column, write what you would like to know. After you finish reading, fill in the third column with what you learned.

<i>What I learned</i>	
<i>What I want to know</i>	
<i>What I know</i>	

Name _____

Instructions: Look at the penguin names in the word box. Write them in the correct column. If it is a proper noun, tell if it is a person, place, or thing.

little blue	fiordland	Snares Island
emperor	Galapagos	rockhopper
erect-crested	yellow-eyed	chinstrap
Humboldt	blackfooted	Magellanic
macaroni	royal	king
gentoo	Adelie	



Common Noun

Proper Noun

Person, Place, or Thing

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

Instructions: Write the words from the word box in the correct column. Draw slash lines to show where the syllables are.

swimming

emperor

amazing

Antarctica

penguin

Galapagos

equator

insulation

rookery

flippers

2-Syllable Words

3-Syllable Words

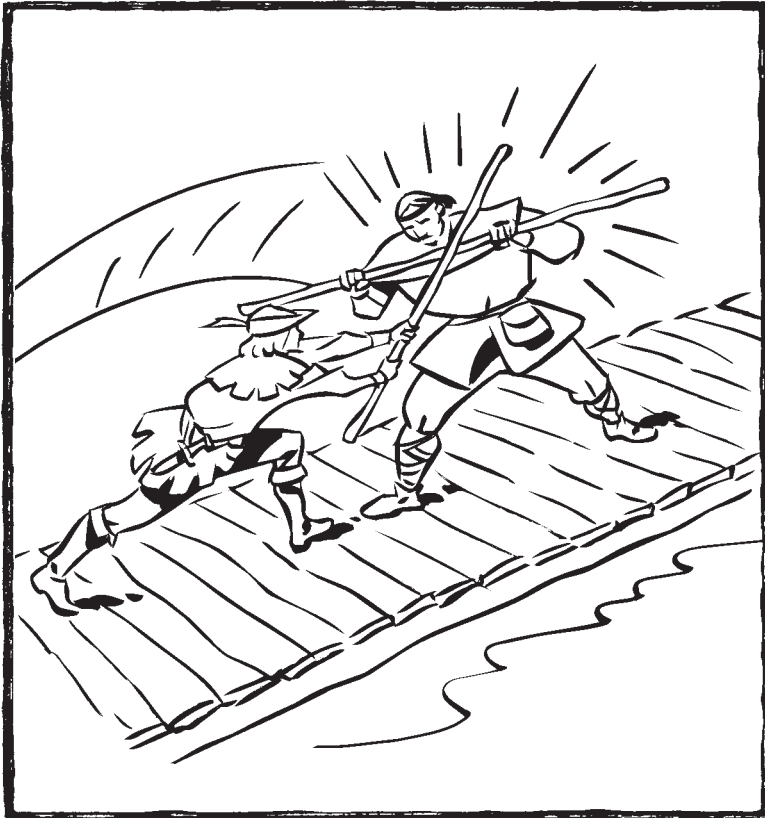
4-Syllable Words



How Little John Joined Robin Hood

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,485




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How Little John Joined Robin Hood



An English Folktale Adapted by Katherine Follett
Illustrated by David Cockcroft

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How Little John Joined Robin Hood

This story is an English folktale adapted for Reading A-Z by Katherine Follett from an original retelling by Bertha E. Bush published in 1912.



An English Folktale
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Illustrated by David Cockcroft

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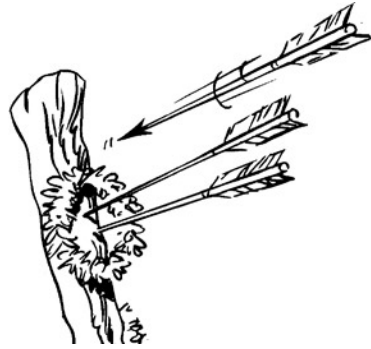


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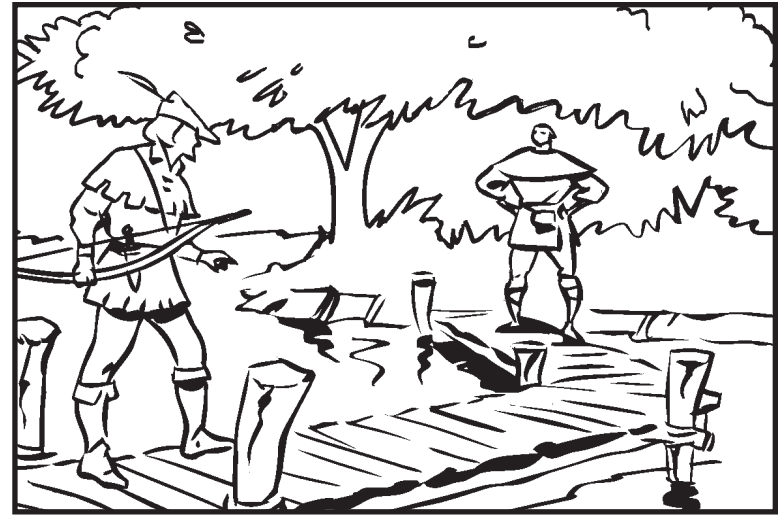


Introduction

When Robin Hood was a young man in England, he saw how **cruelly** (KROO-uh-lee) the ruling French governors treated the people of his land after conquering it. The English king was away at war and knew nothing of what was happening to the homes and families of the common English people. The greedy French ruled harshly. They taxed families until they starved, then stole the people's land and gave it to **corrupt** friends in the church. Many of Robin's friends had lost everything they had ever owned. Some had even lost their lives.

Robin thought of ways to use his skills as a woodsman to help the people. He was strong, and smart, and he knew the countryside well. He **vowed** to bring justice back to the land. Since the rich stole from the common people, Robin planned to steal from the rich and return the money to the poor. He created a hideout deep inside the thick wood of Sherwood Forest, where he was safe from the lords who hunted him. He was careful to steal only from wealthy travelers who journeyed through the forest and who looked as though they could afford the loss. As his actions became known, he became very famous. English people everywhere loved him and talked about him. People came to the forest to join Robin's cause, and soon a large band of loyal followers lived with him in the wood.

The Merry Men, as they became known, lived entirely outdoors, hunting for their food, cooking over a fire, and sleeping under the stars. They spent their days practicing archery, wrestling, and sword fighting until they were the strongest men in England. But none was stronger or more skilled than Robin Hood—until he met John Little.



John Little

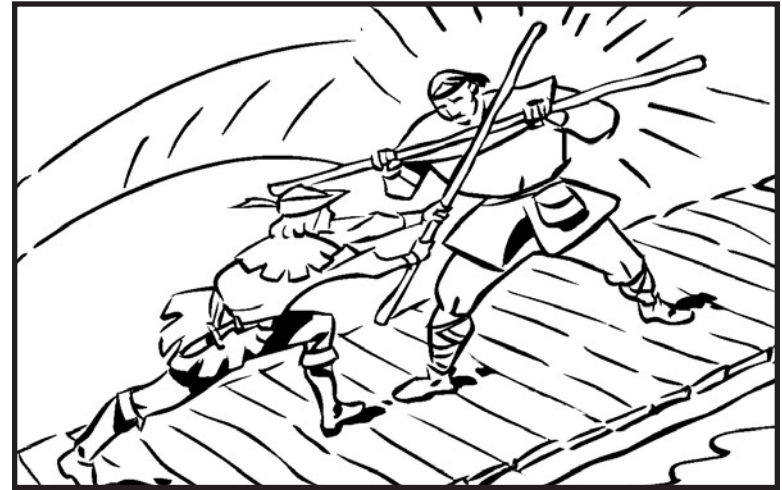
John Little was the tallest and strongest man who ever walked the kingdom. Unlike most men, he was not loyal to anyone, neither to the ruling lords nor to the cause of the outlaws. He was such a brave fighter that he felt safest when he was by himself. But his thinking was about to be challenged. When Robin Hood first saw him, John Little was strolling on the edge of the forest, about to cross a narrow bridge over a stream. The bridge was so narrow that only one person could cross at a time. As it happened, Robin Hood stepped on it from one side just as John Little stepped on it from the other.

“Step off the bridge and let the better man cross first,” called Robin Hood. Robin did not really think he was the better man, but he wanted to see what the tall man would do. He had never seen a man who looked so large and strong yet so **agile** (A-juhl) and skillful.

“Stand back yourself, for I am the better man,” cried the stranger. He was unconcerned, as he had never met anyone who could match his strength and skill.

“Then we have no choice but to fight for it,” said Robin Hood, who loved a good fight better than he loved a good dinner.

“With all my heart,” answered the stranger with a grin.



The Fight

Robin Hood cut two great oak branches to serve as weapons, since it would be unfair to use his bow and arrows when the stranger didn't have any. The branches, stripped cleanly of their leaves and twigs, were solid and strong. “The one who can knock the other off the bridge and into the water is the better man,” said Robin. They met as eagerly as two young boys wrestling for fun.

What a great fight it was! They struck each other again and again with their heavy staves, but each man was so strong and skillful in dodging blows that neither could knock down the other.

Each one got hit many times, but neither man thought of stopping. For a whole hour, they fought on that bridge. The smacking and grunting of the battle drew all Robin's men to the edge of the stream to watch. Some yelled loyally when their leader struck a good blow or made a clever dodge. Others, impressed with the agility of the stranger, cheered when he landed a blow. They had never seen a man give their leader such a fight.

At last, Robin gave the stranger a terrible whack that made him stagger and **flail** dizzily. But the stranger recovered and gave Robin a crack on the head that made blood flow. Robin swung back **savagely** (SAV-ij-lee), but the stranger avoided the dangerous blow. The blood ran into Robin's eyes so that he could not see, and the stranger gave Robin a smack in the side that tumbled him right into the water.

Robin lay there looking up and laughing out loud—he never carried a **grudge**. “You are an expert with that stick; I have never been beaten before,” he called out.

But Robin Hood's followers took it less lightly. They suddenly stepped from their hiding places behind the trees and aimed their bows at the man who had knocked their beloved leader into the water. There were nearly forty men, all dressed cleverly in green so that they were utterly invisible behind the bushes.

“What has happened, master?” asked Will Scarlet, the youngest of his men. “We have never seen you beaten before. Is this some kind of trick?”

“No, no trick at all; this sturdy fellow **walloped** me, and I tumbled into the water,” Robin Hood said, laughing.

“Then he shall get a dunking and a beating himself,” said Will Scarlet. He angrily came forward, followed by half a dozen men eager to carry out his threat. But Robin Hood ordered his men back.

“No,” he said, “it was a fair fight, and he won. He is brave and hearty, and I would like to have him in our band. Will you join us?” he asked the confused stranger.

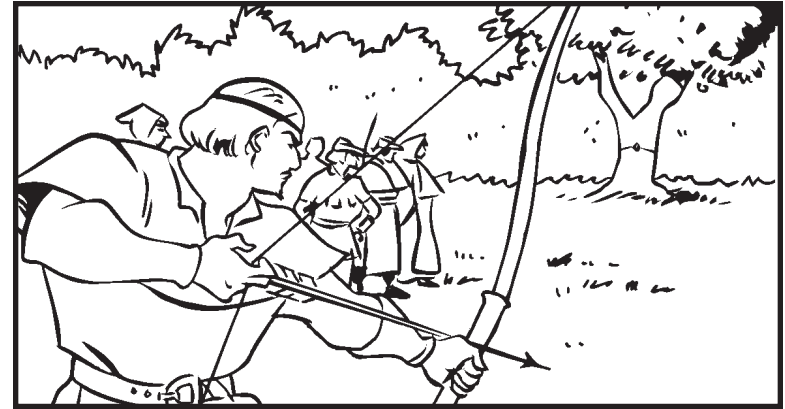


"I am Robin Hood, and my band is the finest in all of England. We steal from the careless rich and give back to the poor so that all will be provided for and justice will be returned to England."

Most men would have trembled at hearing the name "Robin Hood," for the lords always described Robin as a cruel and fierce outlaw. But John Little was afraid of no man.

"Why should I join your band as an **underling** if I am a better fighter than the leader? I have no need for people who cannot do better than I can alone. If there is any man among you who can shoot a bow and arrow more accurately than I can, then perhaps I will join," he said.

"Well, you are obviously an extraordinary man, but I will try," said Robin.

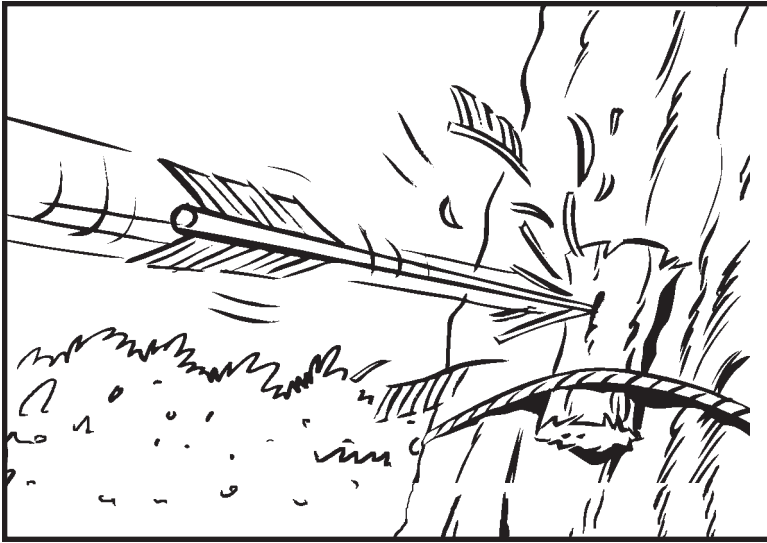


The Archery Match

Robin Hood sent Will Scarlet to cut a three-inch piece of white bark and tie it to an oak tree that stood a full eighty yards away. The piece of bark looked like a tiny speck in the distance.

"Now choose any of our bows and arrows to shoot with," Robin said.

The stranger chose the largest bow, aimed his arrow carefully, and shot it straight into the center of the white bark. The arrow flew so straight and powerfully and true that only its feathers stuck out beyond the bark. All Robin Hood's followers caught their breath in amazement, for they had seen such shooting only from Robin Hood himself.



"That is a fine shot indeed," said Robin Hood heartily. "No one can top that, but perhaps I can shoot one just as well."

Then Robin Hood drew his own bow and shot an arrow. It flew so straight and swiftly that it struck the stranger's arrow dead-on and splintered it into pieces. Robin Hood's band gave a mighty roar.

"Now, good man, will you join my band?" asked Robin Hood with a smile.

The stranger saw that he had met his match and immediately declared his **allegiance** (ah-LEE-jance). "With all my heart," he answered.



Little John

From the minute John Little saw Robin Hood's amazing skill, he respected him as he would his dearest friend. Since John had never been beaten before, he knew that it took a special man to outdo him.

"What is your name?" asked Will Scarlet.

"John Little," answered the large man. The band of Merry Men roared with laughter.

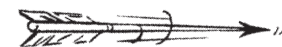
"I don't like that name," chuckled young Will, "for it doesn't fully describe how small and puny you are! Instead, we shall call you Little John!"

And so they had a big feast to celebrate Little John's entrance into the group. From that day on, Little John was Robin's second-in-command. No one argued with the choice because John was clearly the strongest and best skilled of them all, next to Robin. Little John served Robin's cause faithfully for many years and his love and respect for Robin grew with each passing year.



Glossary

agile (<i>adj.</i>)	able to move one's body quickly and accurately (p. 7)
allegiance (<i>n.</i>)	loyalty; dedication to a person or a group (p. 13)
corrupt (<i>adj.</i>)	dishonest in order to cheat or gain something (p. 4)
cruelly (<i>adv.</i>)	with meanness and spite (p. 4)
flail (<i>v.</i>)	to wave one's body wildly about (p. 9)
grudge (<i>n.</i>)	a feeling of anger toward someone after being wronged or defeated (p. 9)
savagely (<i>adv.</i>)	wildly; fiercely (p. 9)
underling (<i>n.</i>)	one who is not in charge (p. 11)
vowed (<i>v.</i>)	promised (p. 5)
walloped (<i>v.</i>)	beat (p. 10)



Name _____

INSTRUCTIONS: As you read, list causes in the left column and their effects in the right column.

Topic: _____

Cause	Effect

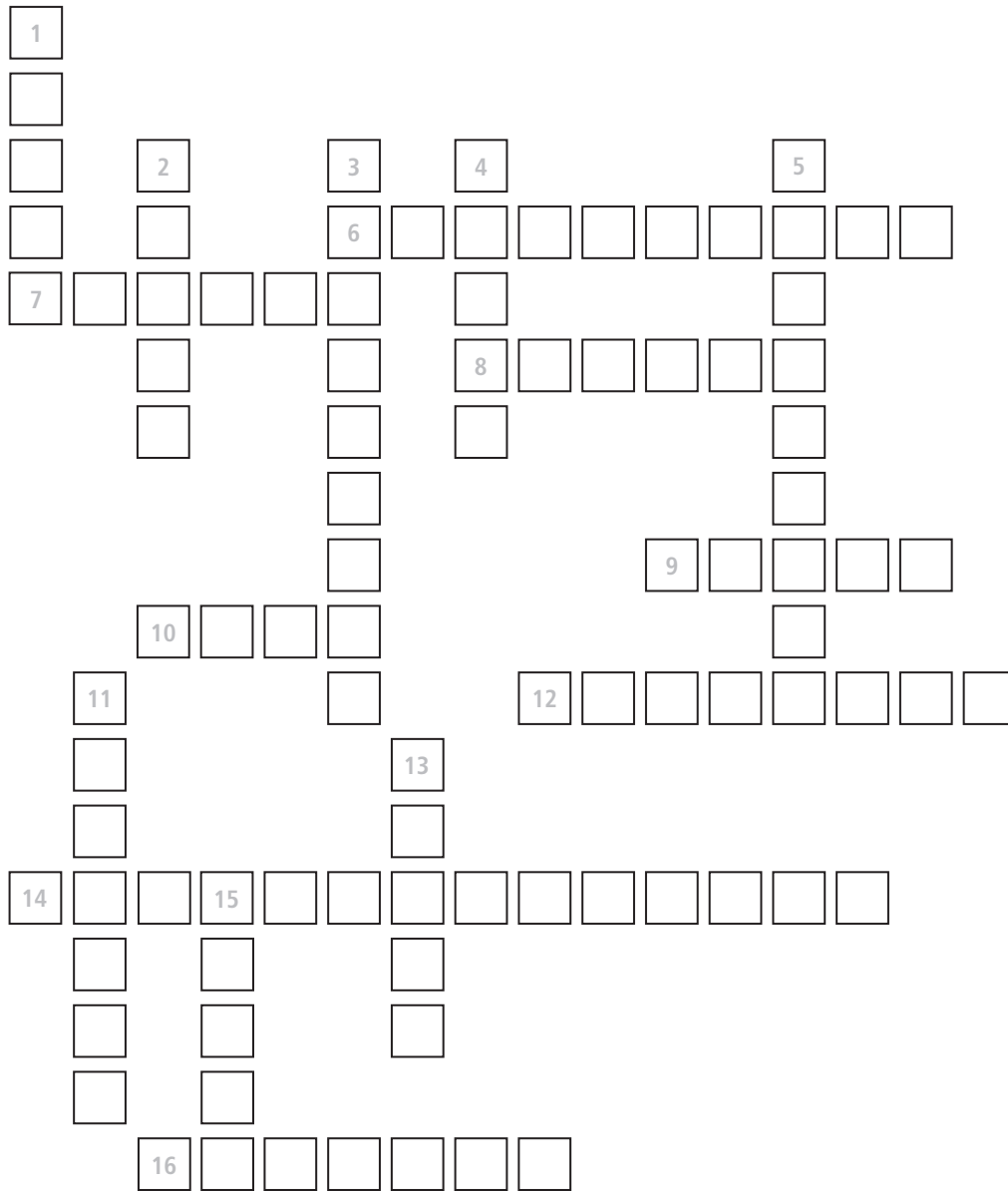
Name _____

Instructions: Fill in the missing present-tense or past-tense verb. Then choose six past-tense verbs and use them to write sentences about Robin Hood and Little John.

Present-Tense Irregular Verbs	Past-Tense Irregular Verbs
choose	
	stole
come	
	struck
leave	
	swung
go	
	caught
say	
	fought

Name _____

Instructions: Use the book to find the answers to the crossword puzzle below.



ACROSS

- 6 Loyalty
- 7 Obeying the law
- 8 A feeling of hostility or anger toward someone
- 9 Able to move one's body quickly
- 10 Robin's best friend
- 12 Wildly, fiercely
- 14 Setting of book
- 16 Name of a European country

DOWN

- 1 To wave one's body wildly
- 2 Promised
- 3 Beating
- 4 Dignified, graceful
- 5 One who is not in charge
- 11 Sport of shooting arrows
- 13 Large, knifelike weapon
- 15 _____ Hood

Barack Obama

A Reading A-Z Level 5 Leveled Reader

Word Count: 1,359



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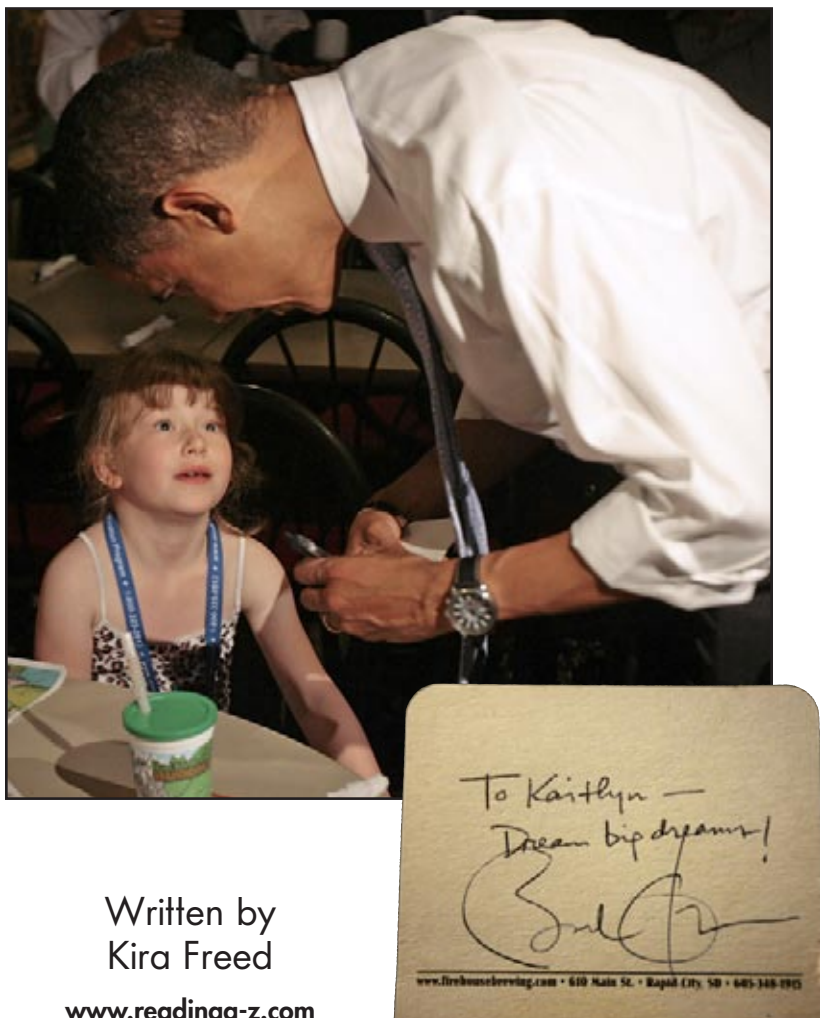
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Written by Kira Freed
Edited by Katherine Burdick and Racheal Rice

MULTI
level
K O S

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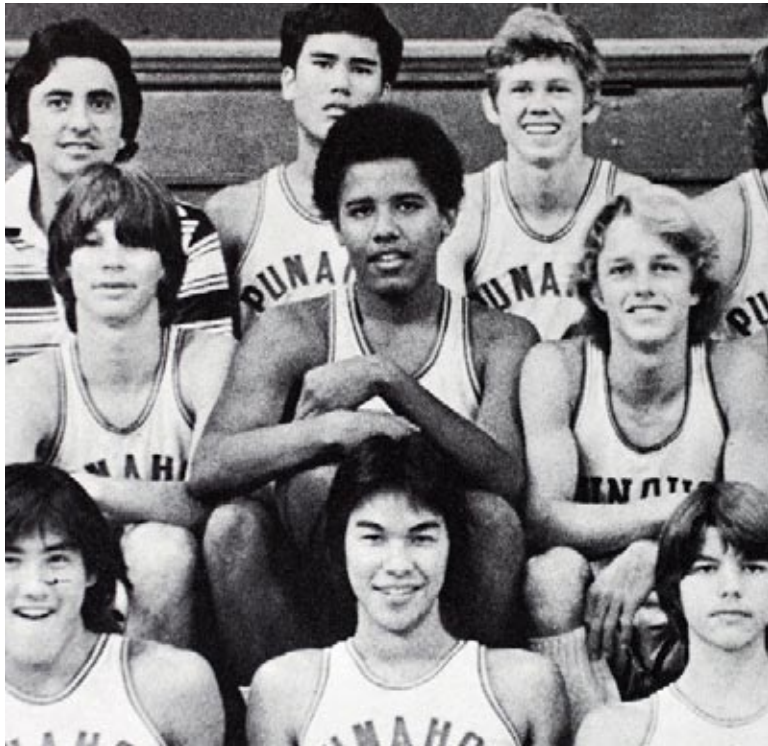
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Edited by Katherine Burdick
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Young Barry with his high school basketball team

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Introduction

Every child dreams about growing up. Some children know what they want to be as adults. They may want to be artists or musicians, or doctors or lawyers. Others have no idea what they want to be. Some do not find a direction for their life until they are adults.



Barack Obama, future president

This is the story of just such a child. Things happened in his life that caused him to doubt himself and made him feel as though he did not fit in. He was bothered by many things that happened around him. Over time, those things helped him discover his

purpose in life. He developed a strong desire to change the practices that had made him feel like an outsider. That desire led him to become president of the United States of America.



Young Barry with his mother, Ann

Growing Up

Barack Obama Jr.—called Barry during his childhood—was born in 1961 in Hawaii. His mother, Ann Dunham, was from the state of Kansas. His father, Barack Obama Sr., was from the country of Kenya, in eastern Africa. His parents met and married while they were students at the University of Hawaii. The marriage did not last. By the time Barry turned four, his parents had divorced and his father had moved back to Kenya.

Barry's mother married a man from Indonesia when Barry was six. The family left Hawaii and moved to Indonesia, where his half-sister was born. Barry attended school in Indonesia for four years. He learned the language and customs of his new country. He also saw what it meant to be very poor. Many Indonesian families struggled each day just to have enough food to eat.

Barry sometimes felt strange being so far from Hawaii. He felt he was not part of the community where he now lived. He wondered who he was and where he belonged in the world. Having parents of different **rac**es and from different **continents** caused him to wonder and question even more.



While the family lived in Indonesia, Barry's mother began teaching him about race and **ethnicity**. He learned about **slavery** and about the **civil rights** movement in the United States. Ann also taught him about important African Americans in politics, history, music, culture, and sports who helped to improve the world. She wanted Barry to be proud of his racial **heritage**.



U.S. civil rights leader Martin Luther King Jr. inspired Barry.

But Barry was confused. Although his mother taught him about African American leaders, he also learned about people who were **ashamed** of the color of their skin. He also learned about people who thought others were wrong or ignorant just because of their skin color or religion. Barry began to see that race and ethnicity were complicated issues. How could people feel pride when they were being judged on the very things they were proud of?

After four years in Indonesia, Barry's mother thought that he could receive a better education back in the United States. So in 1971, when he was ten, she sent Barry back to



Hawaii to attend school and to live with his grandparents.

Barry's grandparents were proud when he graduated from high school.

In Hawaii, Barry again felt like an outsider. He was one of only two African American students in his class. Some of his classmates made fun of his unusual name. He gained strength from reading about other people who felt like outsiders but who had successfully found their way in the world. He was **inspired** by Dr. Martin Luther King Jr. and other leaders who believed in peaceful social change.

Do You Know?

The year Barry returned to Hawaii, his father came from Kenya for a month. That visit was the last time Barry saw his father, who was killed in a car accident in 1982. His mother died of cancer in 1995.

Finding His Way

After he graduated from high school in Hawaii, Barry went to college in Los Angeles. During that time, he and other students spoke out against South Africa's white government, which favored terrible treatment of black



Barack as a Columbia student

people. Barry began to embrace his African heritage and started using his Kenyan name, Barack, which means "blessed." He started to understand that he didn't have to choose between his white and black backgrounds—he was both.

Barack wanted to learn how laws and government worked. He wanted to help change some of the **injustices** he saw. In 1981, he transferred to Columbia University in New York City. He graduated in 1983 with a **degree** in political science.

By the time Barack finished college, he knew he wanted to help people in communities. He wanted to involve people in creating better lives for themselves. He also wanted to see **local** laws changed so people would receive fair treatment. He found a job and moved to Chicago in 1985. He became the director of an organization that helped people in poor neighborhoods find jobs and improve their lives.

Do You Know?

Before Barack moved to Chicago, he held a job with a big business for a short time. He started earning good money, but he was not happy. He hungered to be involved in something bigger than his own life. He quit his job and found one where he could help people. Later he said, "There's nothing wrong with making money, but focusing your life [just] on making a buck shows a poverty of ambition."



A Chicago neighborhood that Barack helped

Barack helped set up a job-training program for African Americans who had lost their jobs when factories closed. He also helped call attention to a dangerous material called asbestos that was in the walls of buildings where many poor people lived. His organization started a tutoring program to help young people who wanted to go to college. Barack also managed a program to sign up new voters. He encouraged people to get involved in politics so that fairer laws could be passed.



Chicago residents sign up to vote.

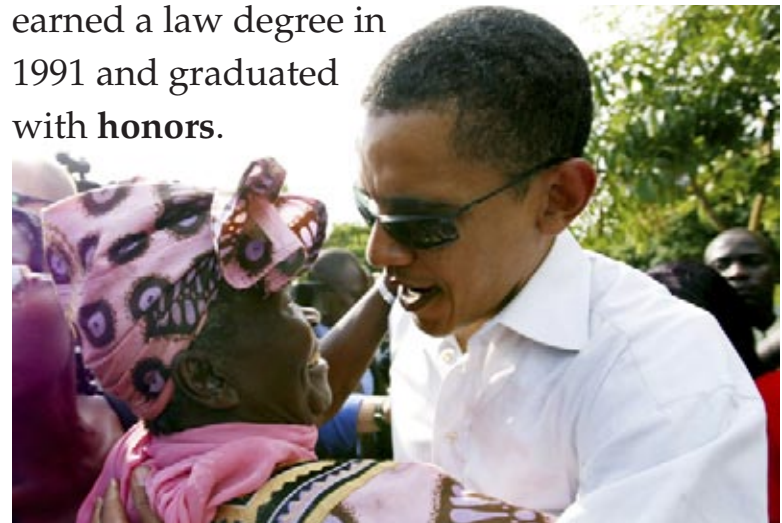
Barack's work in Chicago fed his **passion** for helping poor people. But through his work, he saw that to make lasting changes, he would need to learn how to change laws. He believed that by changing unfair laws, communities could improve the lives of their people.

Do You Know?

Before entering law school in 1988, Barack traveled to Kenya for the first time. He met many relatives there, including his grandmother.

Barack entered Harvard Law School, near Boston, in 1988. During his time there, he became the first African American to be in charge of a respected

magazine called the *Harvard Law Review*. He earned a law degree in 1991 and graduated with **honors**.



Barack with Mama Sara Obama, his Kenyan grandmother



Barack and Michelle Obama with their daughters, Malia (Mah-LEE-uh), 6, right, and Sasha, 3, in 2004

After finishing law school, Barack moved back to Chicago and worked for a law company for the summer. A female lawyer named Michelle Robinson advised him, and they became friends. Barack invited Michelle along when he went to visit some of the people and communities he had helped in the 1980s. Michelle was deeply **moved** by Barack's vision of a better world. She saw how much the people he had worked with respected him. Barack and Michelle married in 1992.



Barack and Michelle Obama with daughters Malia and Sasha campaigned in 2004 for Barack to be a U.S. Senator.

Becoming a Politician

Barack had become a lawyer to help people. But he soon saw that helping people as a lawyer was a very slow process. He decided that entering politics and changing laws would be an even faster way to help. In 1996, he ran for and won a seat in the Illinois state senate. As a state senator, he helped change laws so poor working families could pay lower taxes. He also helped change laws so children would have better education and health care.

Barack ran for the United States Senate in 2004. He was asked to speak at an important meeting of the Democratic Party. He gave a hopeful speech about all Americans working together to help the United States become an even greater country. The speech was a big success, and Barack's words inspired many people. He easily won a seat in the U.S. Senate later that year. Because of the speech, many people encouraged Barack to run for president—the biggest job in the United States—in 2008.



Barack spoke during the 2004 Democratic National Convention.

"Tonight is a particular honor for me because, let's face it, my presence on this stage is pretty unlikely. My father was a foreign student, born and raised in a small village in Kenya. He grew up herding goats, went to school in a tin-roof shack [My] mother ... was born in a town on the other side of the world, in Kansas

"My parents shared ... an abiding faith in the possibilities of this nation. They would give me an African name, Barack, or "blessed," believing that in a tolerant America your name is no barrier to success They imagined me going to the best schools in the land, even though they weren't rich, because in a generous America you don't have to be rich to achieve your potential

"I stand here today, grateful for the diversity of my heritage, aware that my parents' dreams live on in my two precious daughters. I stand here knowing that my story is part of the larger American story ... and that in no other country on Earth is my story even possible."

— Barack Obama, Democratic National Convention, July 27, 2004

Barack had to be convinced that being president was the best thing for him and his family. He thought that he did not have enough experience as a U.S. senator. As the first African American running for president, he thought it would be dangerous. He knew that just running for president would change his and his family's lives forever. He could no longer take a walk or get his hair cut without drawing a crowd.

While he thought about whether or not to run for president, Barack's **reputation** grew. The two books he had written inspired many people to write to him and encourage him. He continued to give speeches and talk to people. Many more people became inspired by his words, his clear thinking, his respect for all people, and his belief in peaceful solutions to big problems.



Barack's two books are best sellers.

Conclusion

On January 20, 2009, Barack Obama, his wife Michelle, their two young daughters, and a long-promised dog will move into the White House in Washington, D.C. The **biracial** boy who had been teased and treated like an outsider grew up to be the forty-fourth president of the United States.

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."

—Barack Obama



Barack Obama spoke to a huge crowd after being elected president on November 4, 2008.

Glossary

ashamed (<i>adj.</i>)	embarrassed (p. 7)
biracial (<i>adj.</i>)	descended from members of two different races (p. 18)
civil rights (<i>n.</i>)	legal, social, and economic rights that guarantee freedom and equality for all citizens (p. 7)
continents (<i>n.</i>)	one of the main landmasses on Earth, including Africa, South America, Asia, Europe, North America, Australia, and Antarctica (p. 6)
degree (<i>n.</i>)	a title given to a student by a college or university after completing a program of study (p. 9)
ethnicity (<i>n.</i>)	the state of belonging to a group of people with a common cultural heritage or nationality distinguished by customs, characteristics, language, and common history (p. 7)
heritage (<i>n.</i>)	a way of life, tradition, or characteristic that is passed down from generation to generation (p. 7)
honors (<i>n.</i>)	awards for outstanding achievement (p. 12)
injustices (<i>n.</i>)	the unfair treatment of a person or group of people (p. 9)

inspired (<i>adj.</i>)	prompted to be brave or creative (p. 8)
local (<i>adj.</i>)	limited to a specific place (p. 10)
moved (<i>adj.</i>)	having strong feelings (p. 13)
passion (<i>n.</i>)	intense enthusiasm (p. 12)
races (<i>n.</i>)	populations of humans as defined by skin color and features or by genetics (p. 6)
reputation (<i>n.</i>)	the general way that a person or thing is thought of by others (p. 17)
slavery (<i>n.</i>)	the state or condition of being a slave, or the property of another person (p. 7)

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Reading a-z

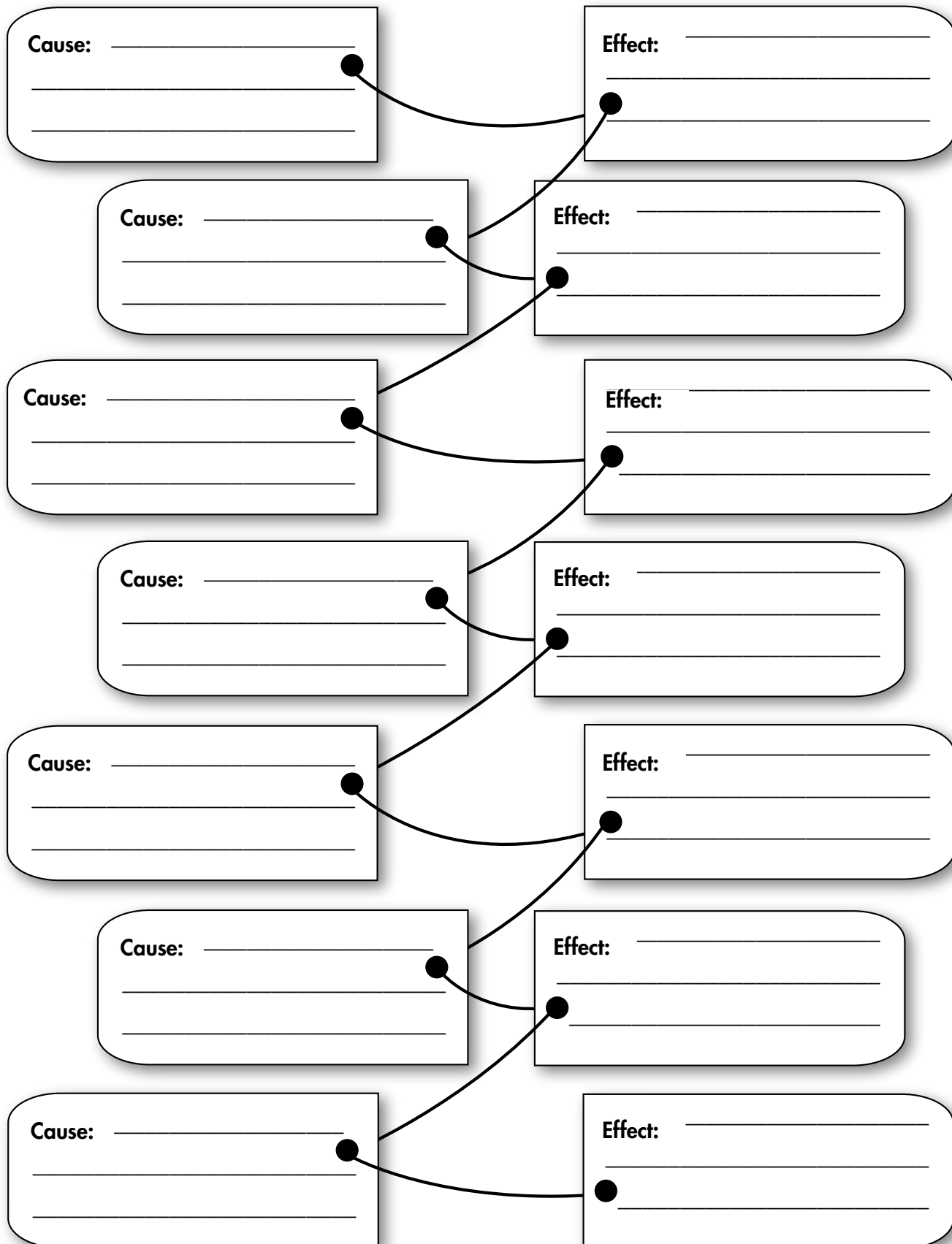
Instructions: In the first column, write what you already know about Barack Obama. In the second column, write what you would like to learn about him. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

Topic: _____

Before Reading		After Reading	
K What I know	W What I want to know	L What I learned	S What I still want to know

Name _____

Instructions: Write causes and effects from the *Barack Obama* book in the correct sequence to show how one event effects another.



Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Cause: _____

Effect: _____

Name _____

Instructions: Use your book to find all of the past-tense irregular verbs that the author used. Write all of the past-tense irregular verbs in the left-hand box below. Then write all of their present-tense matches in the right-hand box.

Past-tense verbs

Present-tense verbs

Name _____

Instructions: Look through *Barack Obama* to find ten adjectives. Write them in the first column. Write a synonym for each adjective in the second column. At the bottom of the page, write two sentences. Include one synonym in each sentence. Use a thesaurus or dictionary if you need help.

	Adjectives	Synonyms
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

My sentences:

1. _____

2. _____

Two Kettles

A Reading A-Z Level S Leveled Reader

Word Count: 1,513

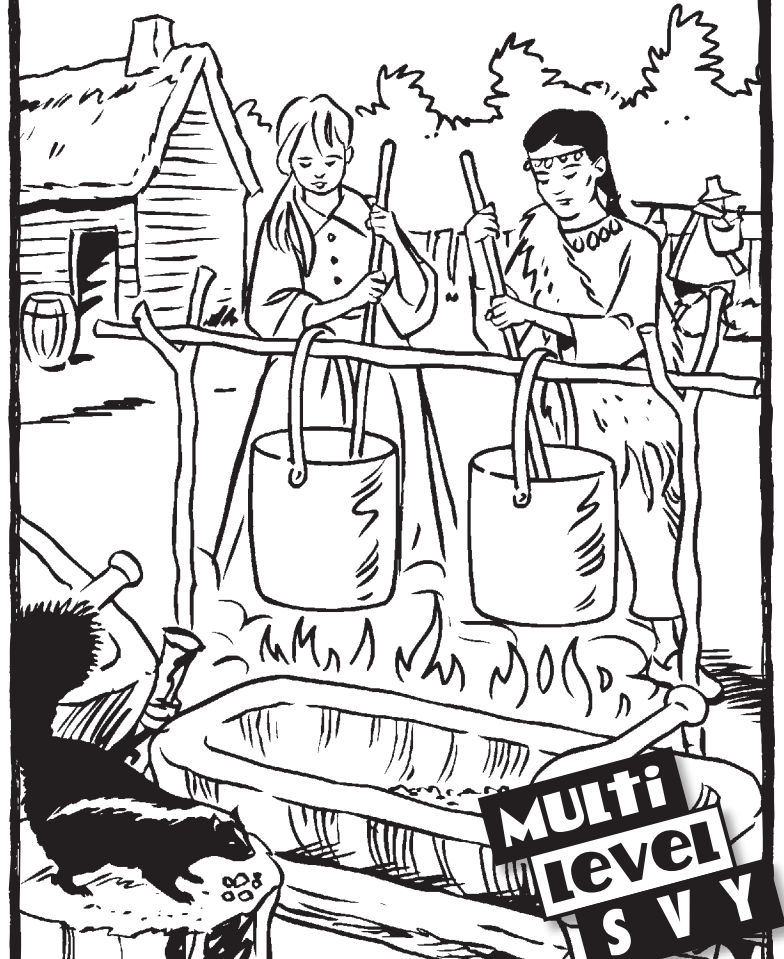



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Illustrated by David Cockcroft

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Ellinor's Surprise

BOOM! BOOM! BOOM! The **muskets** fired near Plymouth Plantation. Ellinor ran outside. The sky was filled with frightened birds. Her father was standing with the new governor, William Bradford.

"Father, why is Captain Standish training soldiers so early?"

"The men are hunting for our feast!" her father answered.

Not understanding, Ellinor asked, "What do you speak of?"

Governor Bradford said, "We will celebrate our good harvest!"

There had been little to celebrate in Plymouth this past year. Ellinor and her family had come to Plymouth from England last winter. They were among 102 colonists who had sailed there on the *Mayflower* in 1620.

They were not ready for such a hard winter. Only half the village had lived until spring. Her own mother became sick and died. They had met a native man named Tisquantum, whom they called *Squanto*. He taught them how to plant, hunt, fish, and store food. Without his help, they all would have died.

"There are only a few healthy women to cook the feast. You must help," Governor Bradford said. Ellinor nodded but felt worried.



Little Deer's Worries

"Mother!" Little Deer called. She had been sewing new moccasins. Her pet skunk, Tiptoe, slept in her lap.

"Mother, I need more **deerskin** for this. . ."

Tiptoe awoke and ran outside, with Little Deer behind him. Hundreds of birds were flying above. Little Deer saw men walking out of their meeting place, the **longhouse**.



“Many shots were fired in the English village,” Little Deer’s mother said. “Our leader, Yellow Feather, is talking about it with the other leaders.”

Little Deer felt her stomach tighten. Her tribe, the Pokanoket (POH-kah-no-kit), had lived and hunted here for thousands of years. The English now lived on part of their land.

“We do not know if the Englishmen prepare for war,” Yellow Feather said. “We will ask if they need our help.” Yellow Feather had made an agreement with the English to come to help each other in times of war.

Little Deer was angry at the English. They had taken Wampanoag land. Other English settlers had brought a new sickness here. Plymouth Plantation was built on the old village of Patuxet. The entire village fell sick and died from the plague.

Now Little Deer felt worried. Their life had been so peaceful. Her people should not be fighting in an English war. She hoped it wasn’t true.

A Fit Feast

Ellinor saw people pointing. Many Wampanoag men were walking toward Plymouth. Their leader, whom the English called Massasoit (MA-sa-soy-it), was in front. Ellinor knew Governor Bradford had made peace with them. But she still felt uneasy because she did not understand them at all.

Squanto translated the governor’s words as he welcomed Massasoit and his men.

“We heard many guns,” Massasoit said, “Do you prepare for war?”



"No," the governor said. "We are hunting fowl for a feast. We celebrate our harvest. Please join us."

"Thank you, they will come." Squanto said, "Yellow Feather will send men to hunt deer for the feast. The women and children will come to help with cooking."

Ellinor's heart dropped. Now they would have to cook for over a hundred people!

A Joint Task

Little Deer walked slowly behind her mother, holding Tiptoe. "What do I have to celebrate with the English?" she thought.

The English *sachem*, or leader, greeted everyone. Tisquantum and a fat Englishman were standing near an outdoor cooking **hearth**. An English girl with yellow hair stood with them. The girl did not look at Little Deer.

"Welcome to Plymouth," the man said.

"The women and children have come to help prepare the food," Tisquantum offered.

"That is good!" he said. "Ellinor . . ."

The yellow-haired girl looked up.

"I want you to be in charge of preparing the **samp**, the corn porridge."

Tisquantum added in his native language, "Little Deer, you have learned ways of making *Nasump*. You will help this girl, El-li-nor."

Little Deer shook her head.

"We are guests," Little Deer's mother said. "Do as you are asked."

The fat man pointed at a carved-out log. "You may grind the corn here."

The two girls did not look at each other.



Making Nasump

Ellinor poured dried corn kernels into the log and began to grind them.

Little Deer did the same. Neither girl spoke to the other.

The skunk at Little Deer's feet made Ellinor nervous. She had never been this close to a wild animal.



Both girls ground corn for hours. Ellinor was angry and tired. She didn't like her cooking partner, and she didn't like the hard work.

Two large kettles filled with water hung over the hearth. As the water boiled, Ellinor scooped corn flour into one kettle. Little Deer added corn flour to the other. Tiptoe moved and brushed against Ellinor's leg.

"AHHH! Get away" Ellinor screamed. "Wild animals should not be near food!"

Little Deer giggled and scooped Tiptoe into her arms.

Ellinor walked to a small shed where the meat was kept. She took out a piece of salted pork. After cutting it into small pieces, she added it to her kettle.

She began adding pork to the second kettle, but Little Deer stopped her. She shook her head and said, "*Quahogs*." Then Little Deer ran down the hill toward the ocean with Tiptoe. "*Quahogs*," she said again.



Collecting *Quahogs*

Little Deer stopped first at the stream. Tiptoe popped out of her arms to explore. Little Deer was pulling up wild onions when she heard footsteps.

The yellow-haired girl had come. But Little Deer kept pulling onions and garlic.

The English girl stepped onto a rock near the edge of the stream. Her hard leather shoes slipped, and she fell into the water with a splash.



Little Deer giggled at how wet the English girl was.

The yellow-haired girl spoke loud, angry words. Little Deer did not know those words. She watched the wet girl squeeze water from her clothes. She wondered why the girl wore so many heavy clothes.

Little Deer stuffed the onions and garlic into her bag. She headed toward the ocean. She could hear the English girl behind her.

Quahogs were hidden in the muddy ground along the shore. Little Deer watched the mud for small air holes. They showed where the clams were hiding.

The English girl stood watching, with her hands on her hips.

Little Deer pulled three *quahogs* out of the mud and stuffed them into her bag. It was getting late. Little Deer waved for the girl to help.



The English girl frowned, but she began looking for air holes in the mud. She pulled out *quahogs* as if she had done this before. A big wave came and knocked them both into the water. Little Deer almost smiled. She thought the English girl did, too.

Just then, a musket shot rang out nearby.

The sudden sound frightened Tiptoe. He quickly ran up a steep, rocky cliff. Little Deer called to him, but he climbed even higher.

Both girls ran toward the cliff. Little Deer climbed quickly, the bag of clams bouncing on her back.

Tiptoe huddled in a hole near the top. Little Deer had almost reached him when a rock under her feet gave way. She crashed down the cliff and into the water below.



Two Kettles

Ellinor ran out to the edge of the water.
“Little Deer! Grab my apron!”

Little Deer felt the cold water pull her down. Something yellow flopped onto the water above her. Little Deer grabbed it. She felt herself being pulled slowly.

Ellinor pulled hard, but Little Deer was heavier than she looked.

Little Deer could see the rocks. She pushed herself up, but pain shot through her arm.

“Are you badly injured?” Ellinor asked.

Little Deer did not understand her words. Tiptoe leaped into her arms. Holding Tiptoe, she looked up, and Ellinor smiled. The English girl had saved her life!

Ellinor pointed up the hill. “We should return.” Gently, she helped Little Deer stand up.

Little Deer looked into the girl’s blue eyes and squeezed her hand. “El-li-nor.”

The yellow-haired girl smiled. “You’re welcome, Little Deer.”

Little Deer turned back to the sea.
“Quahogs,” she said, sadly.

“I’m sorry you lost them,” Ellinor said. “But we still have the salted pork.”

Little Deer shook her head. That wasn’t enough for her. She led Ellinor to a few hidden blueberry bushes that still had berries. They picked berries until the sun went down.

That night, the girls finished the *Nasump*, or samp. They added the blueberries to Little Deer’s kettle and the wild onion and garlic to Ellinor’s. Each had a different taste, but both were praised.



Together, they served Governor Bradford and Massasoit at their table. After dinner, the girls played games together in front of the fire.

Little Deer and Ellinor watched as Captain Standish led his men in shooting exercises. Ellinor saw a tear fall from Little Deer's cheek.

"Friends," Ellinor said, patting Little Deer's hand.

Little Deer nodded and smiled.

They knew the quiet peace between their people might not last. But they knew that the seeds of their friendship would grow.



Glossary

deerskin (<i>n.</i>)	the skin of deer used for making most Wampanoag clothes (p. 6)
hearth (<i>n.</i>)	an outdoor or indoor fireplace used for cooking, light, and warmth (p. 9)
longhouse (<i>n.</i>)	Wampanoag meetinghouse built with cedar saplings and covered with bark (p. 6)
muskets (<i>n.</i>)	long-barreled firearms used by the English (p. 4)
Nasump (<i>n.</i>) (or samp)	thick porridge made with ground corn and cooked with meat, fruit, or vegetables (p. 10)
quahogs (<i>n.</i>)	hard-shelled clams (p. 12)
samp (<i>n.</i>)	(see <i>Nasump</i>) (p. 10)

Name _____

INSTRUCTIONS: Read each statement and predict whether it is true or false, based on what you see in the illustrations. As you read, confirm or revise your prediction in the third column. If you confirmed your prediction, write the page number where you found the answer. If you need to revise the statement, change it to a true statement and write it in the box.

Statements	T or F	Revise or Confirm Your Prediction
1. The two girls were friends.		
2. Ellinor's father picked a pompion.		
3. English settlers captured Tisquantum and kept him prisoner.		
4. People and animals were alarmed to hear the muskets fired.		
5. Little Deer was worried as she wondered what the gunfire meant.		
6. Ellinor and Little Deer were happy to work together.		
7. Nasump was easy to make and didn't take long.		
8. The girls dug near small air holes in the mud to find where the clams were hiding.		
9. Ellinor slipped and fell into the water.		
10. Ellinor pushed Little Deer down the cliff.		
11. The skunk pulled Little Deer out of the water.		
12. The two girls became friends after their experience together.		

Name _____

INSTRUCTIONS: As you read, list causes in the left column and their effects in the right column.

Topic: _____

Cause	Effect

TWO KETTLES • LEVEL 5 • 2

SKILL: SKILL: CAUSE AND EFFECT

Name _____

INSTRUCTIONS: Read the sentences below. In the blank on the right, tell whether they are complex or compound. Then circle the parts of the sentences and label them *subject*, *verb*, *phrase*, or *conjunction*.

Gems are beautiful, and they are valuable.
subject verb conjunction subject verb

compound

1. Since she was old enough, Ellinor had to help
the women prepare food for the feast.

2. He hoped not, but Yellow Feather and the English
had agreed to help each other in times of war.

3. Once she had finished, she began to place pork
into the other pot as well.

4. When they arrived, the English built a village
on Wampanoag land without asking permission.

5. When she sat up, Tiptoe leaped into her arms.

6. She ran down to the stream with Tiptoe, where
she would let the water wash away her worry.

7. His smile was like a large quahog shell, and
Little Deer did not trust him.